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ABSTRACT

This manual contains some of the history of the project "Initial Reading in Spanish for Bilingual Children," undertaken by the U.S. Office of Education in the spring of 1970. The objective of the project was to gather detailed information and to produce a descriptive analysis of the methodologies employed by teachers in the teaching of initial reading to Spanish-speaking children. The manual is based on research reports from four project sites in Texas, as well as on information gathered from videotapes made in Texas and Mexico. Subjects treated are "The Bilingual Child's Right to Read," "Initial Reading in Spanish for Bilinguals," "Pre-Reading Period," and "The Introduction of Letters." A bibliography, a list of book suggestions, and an index are included. (SK)

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PUEDO LEER

I CAN READ

Initial Reading in Spanish
for Bilingual Children

by

Charles H. Herbert, Jr.
Anthony R. Sancho

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

In the spring of 1970, following a series of discussions sponsored by the Bilingual Education Programs Branch, U.S. Office of Education, the project "Initial Reading in Spanish for Bilingual Children" was undertaken. The objective of the project was to gather detailed information and to produce a descriptive analysis of the methodologies employed by teachers in the teaching of initial reading to Spanish speaking children. It was hoped that this description would help teachers in bilingual programs who were faced with the task of teaching reading to monolingual Spanish speaking children or to Spanish speaking children with limited English facility.

This manual contains some of the history of the project, the basic rationale, and lesson outlines for teaching initial reading in Spanish to first grade Spanish speaking children. The manual is based on research reports from four project sites in Texas, as well as information gathered from videotapes made in Texas and Mexico. While the project was proceeding in the four Texas sites, Dr. Charles H. Herbert gathered videotape documentation of the teaching of initial reading in Spanish from a number of sites in Mexico. The information gathered through the videotapes and the videotapes themselves now are available to assist teachers in teaching initial reading in Spanish.

The major components of the teacher training program (see Appendix), distributed by the Regional Project Office, include the following items:

Puedo Leer–I Can Read–a teacher training manual giving rationale and lesson outlines for the teaching of initial phases of reading instruction in Spanish. Included in the manual are sections on pre-reading, concept development, and lesson plans with suggestions for activities, games, and other devices for teaching initial reading skills in Spanish.

Mi Libro–a pre-reading book designed to teach basic handwriting movements used in cursive writing, an integral part of the reading process as taught in Mexico. This book gives children practice in the basic movements as well as some introduction to concepts needed for initial lessons in reading. A teacher's edition containing suggestions for use of the lessons contained in the book is also available.

Initial Reading in Spanish for Bilinguals–a series of eight videotapes showing Mexican reading teachers using a variety of techniques and methodologies to teach initial reading in Spanish. The scenes included in these videotapes were taken in actual classrooms in Texas and Mexico.

Spanish Reading Charts–a series of charts for use in teaching recognition of letters and words. The 25 large (17 x 23 inch) four-color charts are an interesting way of presenting reading materials in Spanish.

Spanish Phonic Pull Charts–charts with four sliding strips imprinted with letters to demonstrate and explain word formations from letters and syllables. A large, classroom-size chart is available as well as miniature charts to be used by students at their desks.

The above materials offer teachers and aides in bilingual settings the basic lessons and methodologies for beginning the teaching of initial reading in Spanish. Each district and school setting is different and, for this reason, no specific textbook has been selected for use as a reader. Because of dialectal differences, it is suggested that teachers use the "Natural Language Approach" to language learning and a program of reinforcement of reading skills that includes the "Formal Phonic Approach" described in this manual. In this way, the reading program will be based upon the language the children bring to the classroom. A list of supplemental readers is included at the end of the manual.

PREFACE

The material in this manual was developed, edited and printed during the 1971-1972 school year under a grant to the Regional Project Office, San Bernardino County Schools by the Bilingual Education Programs Branch of the U.S. Office of Education, U.S. Department of Health, Education and Welfare (Grant No. OEG-0-70-3499 (280), Project No. P14-0448-1). Acknowledgement is made to Miss Elizabeth Keesee, Program Specialist, Bilingual Education Programs Branch, for her encouragement in the production of these and other materials for initial reading in Spanish. Acknowledgement is also made to the personnel of the Houston Independent School District who sponsored the original project grant during the school year 1970-1971.

Although the project was sponsored by the U.S. Office of Education, Department of Health, Education and Welfare, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Distribution of this manual is made under the auspices of the Regional Project Office, San Bernardino County Schools and requests for information about or copies of this and other manuals and materials should be addressed to the Regional Project Office.

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CHAPTER I

THE BILINGUAL CHILD'S RIGHT TO READ

American schools, unlike the traditional European system, were founded on the concept of education for all as opposed to education for the elite. In ancient and medieval Europe, schools were only for children of the rich. In more modern times, when schooling became available to the masses, grouping practices tended to pre-determine the educational level as well as the future work patterns of students. For example, the technical school establishment assigned very young children to a vocational course of study instead of a liberal arts curriculum. On the other hand, schools in the United States were established on the theoretical base that all individuals were entitled to the same educational opportunity. As it has become abundantly clear in recent years, this theory was not fully carried into practice. This chapter will attempt to point out some of the hindrances to the realization of such a theory within the system as it now exists.

Emergence of Bilingual Education

In the past few years there have been dramatic and sometimes very effective moves toward integration of learning opportunities for various racial groups. More recently, we have seen efforts to provide a more democratic learning environment for students who are linguistically different from the English speaking majority student. For example, recent legislation in several states has abolished restrictions to and encouraged the use of a foreign language as the means of instruction in American classrooms. The Bilingual Education Programs Branch of the U.S. Office of Education has for the past three years established programs of instruction, encouraged research and experimentation and promoted the cause of bilingual education. These bilingual programs have as their major goal the creation of equal educational opportunities through the use of instruction in a native language to children who speak a language other than English. One of the goals of bilingual education programs is the development of bilingual abilities in children who are English speaking. But it is the needs of the non-English speaking children and the effect upon those children of bilingual instruction that we shall deal with here. Traditionally these children have been taught to read in the language of the classroom—English, whereas their native language is Spanish, Chinese, Portuguese, or some other tongue.

Certainly the problem of educating great numbers of non-English speaking children cannot be minimized. In the New England states there are large numbers of French speaking youngsters; the northern midwest states contain children of

Scandinavian and German backgrounds, and the Southwest, Florida and many urban centers of the East contain large Spanish speaking populations. In New York City alone, for example, there are more than 200,000 Puerto Rican and foreign-born Spanish speaking persons.

It is somewhat discouraging, however, to realize that the pattern of thinking with regard to the use of foreign languages in the instruction of core subjects is shaped by a traditional policy of insisting that all children who speak a foreign language and attend U.S. schools learn English. Many well-intentioned programs, both pre-school and in-school types, actually have induced failure in the early years by attempting to quickly teach children to understand, speak and deal with content matter in English. Prior to the introduction of large-scale bilingual education programs in this country, the most common programs available to children of foreign language backgrounds were those that attempted to teach English as a second language. It is not until recent years, with the introduction of Title VII programs in 1969, that widespread bilingual education programs came into existence. These programs differ from ESL curriculum efforts in that they attempt to teach two languages concurrently and to deal with subject matter instruction in both languages.

Reading Failures Among Non-English Speakers

It is also important that we look at the effectiveness of programs that operated on the principle of teaching foreign speaking children in English. The situation is not encouraging. Instructional efforts that included the best methods and materials available, as well as considerable financial and community support, have produced minimal results. Large numbers of non-English speaking children continue to fail or fall behind their peers in classrooms operating on this base. The situation in the Southwest was summed up by Stemler: The annual reports filed by all school districts with the Texas Education Agency reveal that approximately 80% of all beginning first graders from a non-English speaking background failed the first grade because of their inability to read. Stemler is, of course, speaking only of failure to learn to read or failure attributable to the lack of the ability to read. School personnel and parents of Mexican-American children have repeatedly voiced concern over the high proportions of failures and dropouts among Mexican-American children. Some of the practices for assigning children to mentally retarded classrooms also are being questioned for their validity. Leary reports that an analysis of California's 65,000 mentally retarded children discloses that 2.14% of all the Spanish surnamed students in public schools have been directed into classes for the educable mentally retarded. Less than .71% of all of the Anglo students are so classified. To express this statistic in another way, California's Spanish surnamed students, who comprise approximately 15% of the total school population, represent over 28% of the total enrollment in classes for the educable mentally retarded.

With these statistics in mind, it must be said that a total English speaking curriculum for children who do not speak English fluently is an unacceptable educational setting. With respect to instruction in reading, it appears to be foolish, if not disastrous, to attempt to teach initial reading in English to those same children.

Second Language Acquisition

If it is not feasible to teach a young foreign speaking child English quickly in order to deal with concepts and reading instruction, what are some of the alternatives? One that appears promising is that of an intensive oral English program accompanied by instruction in content areas in the native language of the child. The intent of such native language instruction is to maintain development of concepts and new skills like reading, while teaching children a second language, such as English. There are several advantages to such a plan. The first and perhaps most obvious is that second language acquisition is most effectively taught beginning with the oral language skills. In addition, with children of primary school age, the introduction of a second language comes at a time when most children acquire new language rapidly. Other advantages appear when the nature of reading is considered. Although there are those who still hold to the notion that precise identification of letters and words is an important phase of reading instruction for the young, it is generally agreed that mature readers rely more on context and other cues for comprehension. Present writers believe that beginning reading must involve the same strategies that mature reading does. In other words, there must be some degree of comprehension as a prerequisite for identification of graphs. Reading is not simply a matter of decoding or deciphering, but a process that depends on gathering several different cues together and forming a meaning from them.

Thonis emphasizes the importance of what the learner brings to the task of reading. The extent of the child's command of oral language, his experiential base and cognitive development all are considered important contributors to the rate of progress and degree of success in achieving literacy. The ability to understand what is read depends upon the child's experience with like subject matter as well as his comprehension of the language in which it is written.

Language of the Home

In addition to the above points, the role of reading as a contributor to language development must also be taken into account. One of the real problems in bilingual education today is the fact that bilingual children come to school speaking a wide range of dialects. Among Spanish speaking bilingual children, for instance, there also will exist a range of fluency in Spanish from complete to minimal command of the language. It should be remembered that in the case of children who have limited or non-standard language ability, that language development and growth takes place best in the language of easiest communication; in this case, the language of the home.

Spolsky reports growing evidence to support the teaching of reading in the vernacular. In the Indian projects with which he has dealt, there is evidence of desire and, in fact, increasing pressure from Navajo leaders to teach reading in Navajo in order to increase its use and to maintain the language. Modiano, in a research study dealing with the teaching of reading in a vernacular in Mexico, reports that students who had first learned to read in their mother tongue read with greater comprehension in the second language than did those who had received all reading instruction in the latter. This research points to another possible advantage of initial reading in the vernacular—that is, the possibility of transfer of reading skills from the vernacular to the second language. Kaufman also reports evidence of the positive transfer of reading skills to a second language when reading instruction was accomplished in the mother tongue. In addition, he found no reliable evidence of interference between the two languages.

Oral and Cognitive Growth

As has been pointed out, two of the major emphases of the standard curriculum are the development of oral language skills and growth in cognitive areas. This is true of bilingual education as well. In fact, because many bilingual education teachers were recruited from the ranks of foreign language teachers, and because foreign language teachers emphasize listening and speaking in their teaching, bilingual instructional programs tend to give major importance to the development of the oral language skills. This is certainly appropriate, since it is through these skills that the majority of information we exchange is communicated. In addition, oral skills and instruction in a foreign language to non-native English speaking children are extremely important in maintaining cognitive growth commensurate with chronological age.

Of equal importance and contributory to the development of conceptual growth is the skill of reading. If the teaching of literacy occupies a major portion of the early years of schooling for English speaking children, we must raise the question of spending a proportionate amount of time in teaching the skill of reading to monolingual or bilingual foreign language speaking children. We also must investigate the effectiveness of reading instruction in English to these children. The question would appear to be a mute one in relation to monolingual foreign language speaking children; it would appear that they have every right to the development of the skill of reading and the same need for that skill as do English speaking children. The question is somewhat more complex in considering the case of bilingual children. Since the term bilingual implies the ability to comprehend and speak two languages, and because most school materials are available in English, it might at first seem most logical that these children be taught literacy in English. The question is not that simple. Because success depends, at least in part, on what linguistic and cognitive skills children bring to the task of learning to read, we must consider the question of language dominance. The child whose home and neighborhood encourage and permit him to use a foreign language for communication may well have to be considered as a foreign

language dominant individual even though he is capable of operating in the English language.

Initial Reading in Spanish

Based on the research quoted above, as well as other informal investigations and through a series of discussions regarding the teaching of reading in Spanish, it was found that relatively little was known about the teaching of reading in Spanish to the Spanish speaking child, or about the process of transferring reading skills from Spanish to English. As a result of these discussions, and with the encouragement of Miss Elizabeth Keesee, Program Specialist, Bilingual Education Programs Branch, U.S. Office of Education, the project "Initial Reading in Spanish" was developed. The main emphasis of the project was to produce a detailed, descriptive analysis of procedures used to teach Spanish speaking children to read in their native tongue.

Preliminary investigations into reading programs in the United States revealed that Spanish speaking children were being taught to read English, as well as Spanish, utilizing the same procedures that are employed to teach monolingual English speakers to read their native tongue. Many methods in the teaching of literacy in English include ingenious and complex devices to show the underlying system in a written language that is intricate and often times irregular. The Spanish writing system, on the other hand, has a relatively uncomplicated phoneme-grapheme correspondence with few irregularities. It seems then that many of the methodologies employed to teach literacy in English do not apply to the teaching of that skill in Spanish.

Where does one go to learn about methodologies and materials used in effective teaching of literacy in Spanish? What better place than a Spanish speaking country itself. Mexico, being geographically near and having an education system which responded to initial inquiries enthusiastically, was selected as the site for preliminary field study of the reading process in Spanish as taught to Spanish speaking natives. Through the Ministry of Education in Mexico City, arrangements were made to visit a number of schools in which initial reading was being taught to Spanish speakers. A number of classrooms were visited in order to give a generous sampling of procedures used by different teachers. Videotapes were made in each of the selected classes so that a permanent record would be available for reference and study.

THE TEACHING OF READING IN MEXICO

Examination of the videotapes revealed the following generalities about the process used by most Mexican teachers observed.

1. *A phonic method was used in which children were taught to sound out individual letters in order to decipher words from the printed page.*

In some cases letter names were used to identify the letters of the alphabet. Some teachers preferred to refer to the letters of the alphabet by their "sound names". The letter "s" was referred to with a sibilant, hissing sound, the letter "d" with the sound "duh," and so forth.

2. *Since almost all of the teachers used the textbooks provided by the federal government, the sequence of presentation of vowels and consonants differed very little.* Vowels were introduced initially starting with "o," continuing to "a," "e," "i," and "u." In order that these vowels might be presented in whole words, the consonants "s," "d," "l," and "t" were introduced in the first few lessons. Two or three lessons were spent teaching single words, but the teachers rapidly moved to the presentation of short phrases or sentences in order to teach new letters. In effect, then, children were reading short stories made up of four or five three-word phrases within a week or two from the beginning of reading instruction.

3. *Vowel and consonant presentation initially was limited to one vowel or one consonant per lesson.* In later class sessions several consonants were presented in the same lesson. Apparently, teachers and textbook writers felt that the alphabetic principle had been established in earlier lessons and that children were ready to learn more than one letter at a time.

4. *Vowel-consonant clusters were presented in later lessons after all letters of the alphabet had been introduced.* The consonant clusters "cr," "gl" and so forth, normally were introduced in combination with the five vowels. A passage was then given in which these clusters appeared in combination with the vowels to afford students practice in reading them.

5. *An important phase of the instruction was the practice of writing and printing the letters that had been learned in the reading lesson.* The reading books used in the Mexican schools incorporated this procedure. Facing the reading page, a page was provided on which the students could practice writing and printing the letters that had been introduced on the previous page. A good deal of time was devoted to writing practice. Work, both on the board and in individual desks, provided opportunities for students to practice their writing and printing skills. It should be pointed out that Mexican students learned cursive and manuscript writing concurrently. Children in the observed classes learned to print and write both upper and lower case letters in the same lesson.

6. *In all classrooms the instruction was carried on using the entire group of 40 to 50 children.* There were no instances observed of individual reading instruction or of small group reading classes.

7. *Student responses were given mostly in choral repetition in the large group.* Children often read together as a total class, wrote from dictation given by the teacher and responded en masse to the teacher's questions. In some instances, teachers called children to the front of the room or had them stand at their desks to read aloud to the rest of the class.

   Although the large group instruction sounds formal, there appeared to be an interesting and warm interaction between the teachers and students in Mexican schools. The noise level in such classes was high, but it appeared to be a happy noise or at least one that was generated by work and interested interaction. Teachers readily accepted comments and questions from pupils, although the questions may have been irrelevant or at least an aside from the work at hand. Often, when a single child was called upon to read or perform at the blackboard, the rest of the class was busy performing the same work at their desks or coaching aloud the student at the board.

8. *Because of the emphasis on writing in the reading classes, students accumulated a large number of worksheets and papers.* The Mexican schools put these papers to an interesting use. At the end of the year, the worksheets and papers that students had accumulated were bound into a large book which then became the property of the student. According to the teachers who were interviewed, the book served as a review reader for the student, and in several cases, served to teach others in the same family to read at home.

The results of the study in which these methods were employed may be summarized as follows:

The children in the experimental classes did learn to read in both Spanish and English at about the same level of achievement for both languages. In other words, there were no significant differences in their scores on the Spanish and English reading tests.

The scores of the control group (non-Spanish speakers who received instruction in reading English only) were higher at two out of three sites. At the third site, children in the Spanish Reading Program scored as high as the control group. These differences appeared to be a function of the amount of time spent on learning to read. Because they had no time out for instruction in Spanish reading, the control group spent almost twice as much time in English reading activities.

Current research leaves unanswered the question of whether initial reading in the mother tongue of bilingual children offers real advantages. The native language study reported here focused mainly on a description of the methods

used by Mexican reading teachers, but evaluations of student achievement indicate success in learning to read both Spanish and English. Even if the children in such programs show no marked improvement in English language skills, other factors must be considered. They learn to read another language as well, and thus possess the key to continued cognitive growth. In addition, the use of mother tongue in the classroom appears to contribute to maintaining native language fluency and improving self-esteem and cultural awareness. If these gains can be attributed to initial reading in the child's native language, the method is well worth trying.

CHAPTER II

INITIAL READING IN SPANISH FOR BILINGUALS

Rationale and Overview of Initial Spanish Reading

Language is an arbitrary set of speech symbols used by a group of people to communicate. Writing is an arbitrary set of written symbols used to record language. It is a secondary system. Reading is the act of decoding or deciphering written symbols. The task of learning to read, therefore, is basically one of learning the set of written symbols used to represent language, and developing the ability to decode those symbols. It is essential that we remember that writing is a secondary system used to represent language, and that writing is therefore not language, but a representation of it.

Most children who enter school have had between 4½ and 5½ years of experience and practice in speaking their native language. They have by this time learned the essentials of a complex system of grammatical and morphological rules and have established a fundamental vocabulary. The learning of their native language has been accomplished, for the most part, through the medium of oral language, since few children learn to read prior to entrance in school. The school experience will have several effects on their language; their vocabularies will be expanded to include many new words, their language patterns will enlarge to include combinations more complex than those they have used, and their language will be progressively shaped to conform to a standardized form. Most of them also will learn to read.

Because language is speech and writing a secondary system and because children's early experiences are primarily oral, children who are learning to read must be taught that the words they see in print represent something that someone has said. The more often a teacher can directly relate speech and print, the more likely children are to realize this important relationship. The reading program suggested in this manual introduces children to print, based on the experiences they already have had. Included in the program are activities that offer Spanish speaking children the opportunity to develop and expand the language they have learned in the home.

The Natural Language Approach to Reading

The reading program described in this manual has two major components: the "Natural Language Approach" and the "Formal Phonic Approach". The term *natural language* implies the language which the child has acquired without formal instruction. The "Natural Language Approach" to reading means that the reading materials and activities are derived from or based upon the language of the child.

In the case of bilingual children, the method utilizes the dominant language of the child, the language of the home. In this way, the child has the greatest opportunity to build reading ability on a firm base, that of natural experience and his dominant oral language.

The Importance of Oral Language and Experience

We use language to tell of our experiences and to relate to the world that surrounds us. By using oral language as the basis for teaching reading, the teacher has many opportunities to help children establish the relationship of what they read to the real world. For Spanish speaking children in particular, the real world is their home and neighborhood, not the artificial world of a basal reader.

In the teaching of English literacy, one of the programs that utilizes oral language and children's experiences to develop reading ability is that of R. Van Allen, commonly known as the "Language Experience Approach". By capitalizing on everyday opportunities for language development, the approach offers the teacher and child many chances to develop reading skills. Van Allen lists the following means of broadening language skills and developing reading skills:

1. *Sharing Experiences*---the ability to tell or illustrate something on a purely personal basis

2. *Discussion Experiences*---the ability to interact with what other people say and write

3. *Listening to Stories*---the ability to hear what others have to say and relate it to their own experiences

4. *Telling Stories*---the ability to organize one's thinking so that it can be shared orally or through dictation in a clear and interesting manner

5. *Developing Speaking, Writing, Reading Relationships*---the ability to conceptualize reading as speech that has been written

6. *Reading Books*---the ability to use the ideas which others have shared through books

7. *Developing Awareness of Common Vocabulary*---the ability to recognize that a language contains many common words and patterns of expression

8. *Expanding Vocabulary*---the ability to expand one's vocabulary through listening, reading, and speaking

9. *Using a Variety of Resources*---the ability to recognize and use many resources in expanding vocabulary, improving oral and written language

10. *Studying Words*—the ability to find the correct pronunciation and meaning of words and to spell the words in writing activities*

The activities outlined above are common interactions that take place in most classrooms every day. Teachers who use the "Language Experience Approach" have been trained to capitalize on such natural occurrances involving language exchanges. Through language interactions based on direct experience, children may be taught all language skills associated with listening, speaking, reading and writing.

The Interrelationship of the Four Language Skills

In considering the four skills of language usage, listening comprehension, speaking, reading and writing, it is well to keep in mind the fact that they are interrelated in more than one way. Listening and speaking are often considered closely allied skills because they are both oral skills, while reading and writing are both graphically based. Perhaps more important, however, is the relationship of listening and reading, for both can be thought of as receptive skills. Speaking and writing are alike in that they are skills requiring production of language by the individual. All four skills are, of course, interrelated and the use of one tends to reinforce or build a base for the use of another. The extent of a person's listening comprehension vocabulary has an effect on that individual's speaking ability; without the understanding and command of vocabulary, structure and the morphological system, fluent speech is impossible. A similar connection exists between reading and writing abilities; decoding and interpreting what is said in graphs will control and contribute to an individual's writing ability.

Some writers, including this one, believe that writing practice contributes positively to progress in reading. The series of motor movements required to write serve as reinforcers that help memory acts required in reading. The same may be true of speaking and listening, although the physical efforts required to listen and speak are not as evident as those required in reading and writing. In any case, the acquisition of language skills is facilitated by a variety of activities. All are closely related, so much so that every effort should be made to provide practice that capitalizes upon the relationships described above.

Integration of Oral and Written Language

Because language skills are closely interrelated, reading and the learning of graphic symbols should not be isolated from other language activities. It is important that children who are learning to read understand that what they see in print is a reproduction in symbols of what someone has said. It is also essential that children develop confidence in the regularity of the symbol system used to represent speech. In other words, the language presented for initial reading should contain and be composed of natural sentences and phrases with which the child is familiar.

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*R. Van Allen and Claryce Allen. *Language Experiences in Early Childhood.* (Chicago: Encyclopaedia Britannica Press, 1969)

In addition, the teacher can place limits on what the child learns so that the graphic symbols may be presented in an orderly fashion. This is not always easy to accomplish, since some children's oral language is quite complex. The task for the reading teacher is to direct and select language for reading practice that incorporates the two features of naturalness and systematic representation of the graphs to be learned. If this is done skillfully, the child will come to realize that reading what someone has written is just as natural as listening to what someone has said.

The approach of utilizing extensive oral language in a variety of informal situations in order to teach specific decoding skills provides each child with a variety of learning experiences that encourage greater language fluency, self-expression and creativity. A classroom organized around language evocative situations becomes a laboratory with which to experiment and explore language usage throughout the day.

Dialectal Differences in Reading Materials

One of the most serious limitations to universal application of a single set of reading materials is the existence of dialectal differences and variation of usage from one region to another. In some cases, the differences are found in vocabulary usage. In others, the differences are more serious in that they include variations of grammatical usage. The child who uses reading materials that contain such dialectal differences will encounter difficulties in understanding the language, even though he may be able to decode it. By using reading materials that are generated by direct experience, the child avoids such problems. Since the language used in such materials will be the language of the child, the vocabulary, structures and other linguistic elements will be appropriate and familiar to the child.

New Words and New Meanings

One of the reasons for learning to read is to utilize printed material in order to expand the language of the individual. Through reading, children also must come in contact with new words, new meanings for new words, and new uses of language. In order for this type of language expansion to take place, it is essential that children come in contact with printed materials such as readers, supplemental stories and other prepared reading materials. The reading program suggested in this manual contains examples of both language experience materials and prepared reading materials such as those just mentioned.

Individual Differences

The reason for this two-fold approach to reading is that not all children respond favorably to programs that feature one method of learning. The "Language Experience Approach" itself allows for many individual approaches to learning, a feature that is most important in bilingual classrooms in which children have a wide range of language abilities. In addition, because reading and writing also include the learning of specific decoding and encoding skills, a reinforcement program designed to teach these skills is provided. In this program, which is given

concurrently with the "Language Experience Approach", children learn and practice the mechanics of reading. Included in this program is a phonic approach to decoding language. This two-fold approach gives the child the opportunity to develop language power through integrated meaningful behavior while at the same time providing the necessary tools for extension and improvement of language abilities. Through the implementation of a "Language Experience Approach", backed by a more structured phonic approach, the child who prefers to learn independently is accommodated, as are those children who need close direction and supervision in order to acquire the skills of reading.

Natural Language Approach vs Formal Phonic Approach

For purpose of identification, we will call the language experience part of the reading program described in this manual the "Natural Language Approach". Those portions of the program referring to specific training in the mechanics of reading, decoding and encoding skills will be called the "Formal Phonic Approach". Both approaches are used simultaenously in the classroom in order to implement the program suggested. The rationale and techniques of the "Natural Language Approach" are described in the manuals, *Each One Learning* and *They Help Each Other Learn*, published by this office. The techniques suggested in those manuals should be correlated with the "Formal Phonic Approach" outlined in this manual.

In the "Formal Phonic Approach", the basic emphasis is one of decoding print. Unlike English, the uncomplicated phoneme-grapheme correspondence of Spanish lends itself well to the use of this method. The children are taught to sound out individual letters in order to decipher words from the printed page. The "sound names" are used to identify the letters. For example, the "s" is referred to with a sibilant, hissing sound. The progression of this method moves from single letters to syllables, to words, to phrases, to simple sentences. A unique feature of the "Formal Reading Approach" is the introduction of cursive writing. Even though the children are made aware of the printed form for decoding purposes, the association of sound-symbol relationships through cursive writing is also established early in the program, in order to provide the child with a more natural or practical aspect of the language---the use of the printed form normally used in the reading process and the cursive form normally used in the writing process. Because the sound-letter relationship is regular in Spanish, the simultaneous teaching of reading and writing proves to be an effective device for language learning.

The Importance of Comprehension

It is important to remember that comprehension of the materials being used for reading is essential to a child's success in learning to read. The fact that a child can learn to decode graphic symbols does not insure that he will understand the ideas and concepts that the symbols represent. The fact that such difficulty can exist is the reason for suggesting that both language experience and a phonic approach be used to teach reading to bilingual children. The teacher must constantly check every child to insure that the child understands what he is reading. The

fact that bilingual children represent a broad range of language abilities reinforces the necessity for the teacher to continuously check each child for understanding of the materials. The use of language experience greatly enhances the possibilities that children will understand what they are reading. At the same time, the use of language experience does not relieve the teacher of the responsibility of checking the reading comprehension of each child. Because children in bilingual classrooms have such a great range of language abilities, it is essential that both decoding skills and language comprehension be continuously assessed.

Transfer Skills

When two languages share the same or similar alphabets, as is the case with Spanish and English, children who learn to read one of the two languages do not learn to read again when they encounter the otner. The knowledge and experience that the child has gained in learning to read one language transfers to the other. It is essential that the child have an experience base upon which to build comprehension in the second language. This means that if the oral language of the child is developed to a sufficient degree, his ability to transfer his reading skills from his mother tongue to a second language is greatly strengthened. The learning of reading in a second language, under the above conditions, is basically one of learning a new set of relationships between phonemes and graphemes.

Because of the importance of the experience base, as well as the necessity for oral language development prior to learning to read, this manual suggests that bilingual children be taught to read in their dominant language. Such instruction should follow the natural sequence of language acquisition—listening, speaking, reading and writing. If this same sequence is observed, the job of transferring reading skills to a second language will be greatly simplified. Whatever method may be employed, it is important that the teacher observe the natural order of language learning as a means of facilitating the acquisition of language skills in bilingual children.

CHAPTER III

PRE-READING PERIOD

The pre-reading period is designed to emphasize the development of listening skills and muscular coordination and shall last approximately two weeks, depending on the progress of the children. Rhymes, stories, games, and vocabulary building activities are utilized to develop listening skills. Muscular coordination, as a pre-requisite for writing, is developed through songs, rhymes, and physical activit' which incorporate the four main strokes used in cursive writing. (The pre-reading workbook, *Mi Libro*, was developed as a supplement to be used during this stage of the reading program.)

LESSONS

The listed activities are flexible enough so that the teacher can develop lesson plans to suit each individual classroom. However, it is important that the children master the objectives suggested by these activities. The first week, referred to as "Orientation", introduces the concepts. The second week should be spent reviewing these activities and objectives.

I. Orientation (approximately one week)

A. Behavior

The teacher gives background information on the tasks the children are expected to perform.

B. Concept Development (vocabulary building)

1. Naming classroom objects
2. Identifying colors
3. Naming parts of the body
4. Naming articles of clothing
5. Any other vocabulary building activities appropriate to the environment

C. Drills on Observation and Recollection

1. Missing objects game: The teacher places five objects on the desk, names each in Spanish, and asks the children to close their eyes. The

teacher removes one of the objects or calls on one child to remove it. The children open their eyes and name the missing object.

2. Sequence game: The teacher (or child) changes the location of two objects while the other children have their eyes closed. The teacher calls on one child to identify the location of the changed objects.

3. Any other game or activity that develops listening comprehension.

D. Exercises for Muscular Coordination and Writing Readiness

1. a. The teacher rolls and chases a rubber ball while she and the children say the rhyme:

Rueda, rueda pelotita.
Rueda, rueda sin cesar.
Que la niña (el niño) va corriendo
Y pronto te va a alcanzar.

b. The teacher calls on different children to roll and chase the ball as the class says the rhyme.

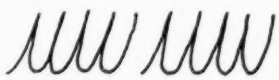
c. The children recite the rhyme and make circles in the air as the teacher make circles on the board. The children then make circles on the board.

d. The children make circles on their paper as they say the rhyme. (Teacher provides lined paper with samples.)

2. a. The teacher tells a story about a rooster who is trying to catch a grasshopper.

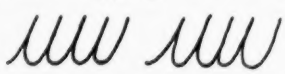
b. The teacher hops while reciting the rhyme:

Salta, salta, chapulín
Salta, salta, ligerito.
Que ya te viene alcanzando
Muy cerca aquel gallito.



c. Teacher and children recite the rhyme and imitate a grasshopper.

d. The teacher forms "hopping" strokes on the board.



e. The children follow up-down motion in the air and on the board while others recite the rhyme.

f. The teacher provides the children with lined paper on which they make circles and up-down lines as they recite the rhyme.

3. a. Teacher and children recite and act out the rhyme below. (This rhyme is used to break up the monotony after a long writing period.)

Rhyme with instructions:

"Manitas obedientes"

Abrir, cerrar las manos al compás.
(Children open and close hands.)
Cerrar, abrir las manos por atrás.
(Children place hands behind back and open and close them.)
Suben y suben y suben
(Children raise arms high.)
Por la pared las vi
Y al llegar a lo alto
Dan una palmada así.
(Children clap hands.)

4. a. The teacher shows a picture of a house with a swing. The children identify objects, including the swing **(columpio)**.

b. Teacher describes the motion of the swing while reciting the rhyme:

"El columpio"

Como me gusta el columpio
Y mecerme siempre así.
Parece que voy volando
Y que estoy lejos de aquí.

c. Teacher and children imitate the motion of the swing while reciting the rhyme.

d. One child forms the motion of the swing on the board while the other children make the motion in the air.

e. The teacher provides a sheet with a picture of a swing. The children color the swing and draw the motion of the swing as they repeat the rhyme.

5. a. Teacher and helper swing a rope as the children jump it. While a girl jumps, the teacher recites the rhyme:

Esta niña brinca de aquí para allá.
Esta niña brinca de aquí para allá.
Mira como brinca.
Mira como brinca.
Que contenta está.

b. Other children jump rope as the rhyme is repeated.

c. Teacher and children imitate the jump (cursive over-stroke) with hands as the rhyme is recited.

d. Teacher and then children draw the over-stroke on the board.

e. The children draw arcs on lined paper.

II. Review and Reinforcement (approximately one week)

A. Review of Games and Rhymes

1. **Rueda pelotita**
2. **Salta chapulín**
3. **Manitas obedientes**
4. **El columpio**
5. **Brincar la cuerda**

B. Concept Development (vocabulary building)

In addition to simple identification practiced in the first week, the children should be encouraged to describe objects (shape, color, texture, etc.), notice similarities and differences, and identify gender, number, and location. This can be done through story telling, rhymes, songs, and situational activities: i.e. setting up a store, doll house, or toy box. A sample activity might include going to the store to buy groceries.

C. Review of Writing Strokes

Review of writing strokes, using chalk, pencil, paper, games and rhymes:

1. Drawing circular shapes in the air, on the board and on paper
2. Drawing oval shapes
3. Learning spacing of strokes on board and on paper
4. Drawing connecting patterns such as "hopping" strokes
5. Drawing arcs

CHAPTER IV

INTRODUCTION OF LETTERS

Phoneme-grapheme (sound-symbol) relationships are best presented to children through a variety of procedures and techniques. In this manual, the description for teaching each letter is presented separately; however, the pacing and sequencing of teaching each letter is up to the teacher. Proficiency and ability of each child must be considered in developing lesson plans.

The program outlined includes a suggested time period for the teaching of each letter, which may vary from classroom to classroom. Each teacher must judge the appropriate pacing for a particular group of children. Every letter should be introduced by itself, but it is not essential that one whole class period be devoted to initial presentation. The teacher may find it more beneficial to introduce a single letter at the beginning of the period, and in the same lesson incorporate the teaching of another letter in order to present the letters in syllables or whole words. The teaching and learning of letters is a cumulative process. In other words, after a letter is introduced, it must be presented with other letters already learned, in the context of familiar syllables or words. (i.e. After the letter "**m**" is taught with the vowel "**a**", it must be presented with the other vowels in order to introduce new combinations of graphs as well as reviewing previously learned letters.)

As stated above, the sequencing of letter presentation is the teacher's responsibility, but it is suggested that the vowels be introduced first, along with a few single consonants such as "**s**", "**d**", "**t**", "**m**", etc., in order that students may be reading syllables, whole words and complete phrases as soon as possible.

The following letter lessons outline the procedures and techniques for teaching the "Formal Phonic Approach", but the teacher must keep in mind the "Natural Language Approach", which should be used for reinforcement and review. The small group process used in the "Natural Language Approach" provides an opportunity for the teacher to single out problem areas and give individual help; for the children, it provides practice, review, and progress at their own learning rate.

Each letter lesson lists a variety of activities which may be implemented in the " Natural Language Approach". The teacher may take advantage of these activities as well as prepare other materials or plan activities appropriate to the learning of the graph.

Since the presentation of the sound-symbol relationship calls for the teaching of handwriting, cursive writing practice is part of the letter presentation. The small group process provides an ideal situation for the development of handwriting skills. The teacher should attempt to provide each child with activities and materials that will encourage the use of handwriting as a vehicle of expression in order to provide numerous authentic situations for practice of writing skills.

The introduction of textbooks is also left to the teacher's discretion. Since the availability of books varies from school to school, as well as the children's ability to use them, the teacher should use caution in making the transition from the initial reading stage to the use of readers. It is suggested, however, that by the time all the letters of the Spanish alphabet are presented, the children be reading simple books appropriate to their ability level. (See Appendix for list of suggested books.) The children themselves may indicate when they are ready to move into books when they demonstrate the *desire* and *ability* to use the Spanish books displayed in the classroom.

Explanation of Phonetic Symbols

In an idealized, perfectly constructed alphabet, each sound of a language would be represented by a single graphic symbol. Few, if any, language writing systems have perfect one-to-one correspondence. Spanish is quite regular and the Spanish alphabet is approximately 85% dependable in its phonic-graphic relationship. There are, of course, some discrepencies. In order to clarify these discrepencies in the phonic-graphic system of Spanish, the letters in this manual are grouped according to sound rather than alphabetic spelling. For example, "s", "z", "c" and "x" are grouped as voiceless silibant dental /s/ sounds which are related to the "s" of **sabe**, the "z" of **zapato**, the first "c" of **cinco** and the "x" of **Xochimilco**.

Phonetic symbols are used to represent sounds and are always shown in brackets, eg. /s/, while the alphabetical representation (letters) appear in standard print without brackets. Words spelled phonetically would appear in brackets, eg. /**sinko**/, alphabetically spelled words in standard print, eg. *cinco*.

The following list gives the phonetic symbols used along with examples of words containing the sound represented by the symbol.

/e/	**elefante, elote**
/i/	**indio, casita**
/o/	**oso, pelota**
/u/	**sube, Lulú**
/a/	**avión, mamá**
/s/	**sabe, zapato, cinco, Xochimilco**
/d/	**donde, dame**
/đ/	**adonde, cada**
/t/	**Tito, atole**

/l/	lima, Lola
/m/	mano, mamá
/p/	pasa, papá
/n/	Ana, nada
/k/	casa, coco, kilo, que, máquina
/r/	pera, coro
/rr/	perro, rosa
/b/	burro, vaso
/~~b~~/	iba, uva
/~~y~~/	llama, yoyo
/ny/ or /ñ/	año, piña
/ks/	examen, excelente
/~~g~~/	gusano, regalo
/g/	gigante, gente
/ch/	chile, muchacho
/h/	rojo, México
/f/	foco, afuera
/he/	Jorge, gelatina
/hi/	gigante, colegio
/~~ge~~/	Miguel, guerra
/~~gi~~/	guitarra, águila
/~~g~~we/	paragüero, güero
/~~g~~wi/	pingüino, agüita
/~~h~~/	hoja, hormiga
/w/	Waldo, Wenceslao
/z/	juzgar, mismo

TEACHING OF THE LETTER "e"

DURATION
three or four class periods

MATERIALS
pictures of a house and a deaf man
lined paper
pencils
thin wire
blackboard
chalk
pictures of familiar items beginning with **"e"** (i.e. **elefante, elote, escuela,** etc.)

OBJECTIVES

A. To associate the /**e**/ sound with the symbol **"e"**

B. To write the letter **"e"**

LESSON DEVELOPMENT

A. Introduction

1. Teacher draws a house with smoke leaving the chimney and says the rhyme:

"La casita de Doña Fe"

En esta casita vive Doña Fe
Dibujas el humo y sale la "e".

Children say the rhyme and make the chain of "$\mathcal{e}$'s" in the air.*

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*All games, rhymes, stories and songs used in teaching reading are completely described in the first lesson in which they occur. When a game is used again to teach another letter or sound, only the title is shown in the lesson plan. The index shows where each game, rhyme, story or song is fully described (see page 133).

2. Teacher tells the story of **Don José**, the deaf man. **Don José** can't hear anyone. Whenever he is spoken to, he answers **"eh? "** Teacher plays the part of **Don José**, answering **"eh? "** to the children's questions. Individual children then take the part of **Don José** and play the game, **"El sordito Don José"**.

3. Children make their own drawings of **Doña Fe's** house with smoke illustrated by continuous "*e*'s".

B. Basic Activities and Exercises

1. Teacher shows the picture of the deaf man along with the letter "e". Children may play the game, **"El sordito Don José"**.

2. Children pronounce familiar words that begin with "e", while the teacher shows the pictures. Examples: **elefante, elote, Eduardo, escuela, enorme, escoba, estrella,** etc.

3. Teacher explains the formation of the letter "*e*", while writing it on the board. Directions for "*e*": **empiezas abajo, subes, das la vuelta, y aquí terminas.** Children form "*e*" in the air, on the board, and on their lined worksheets.

4. Teacher explains the formation of the letter "*E*", while writing it on the board. Teacher also explains the difference between upper case and lower case **(mayúscula, minúscula)**. Directions for "*E*": **empieza arriba, da la vuelta, haz un ganchito, otra vuelta grande, baja, sube, y aquí termina.**

5. Teacher explains the use of both the cursive form for writing and the printed form for reading. The upper and lower case for both forms are explained.

e **(minúscula manuscrita)**
E **(mayúscula manuscrita)**
e **(minúscula imprenta)**
E **(mayúscula imprenta)**

Teacher explains that all four forms are pronounced the same, first by printing a word on the board which has the "e" sound in initial position, then by holding up the corresponding picture. The teacher transcribes the word again on the board, this time in the cursive form.

C. Follow-Up Activities

1. Construction of the four forms of "e" with wire

2. Repetition of rhyme **"La casita de Doña Fe"** and the game **"El sordito Don José**

3. Writing activities using the letter **"e"**

4. Vocabulary building using the letter **"e"**

D. Areas for Evaluation

1. Children's pronunciation of **"e"**

2. Children's ability to visually identify the letter **"e"** in all four forms

3. Children's ability to write and print the letter **"e"**

4. Children's ability to shape, size and space their writing.

TEACHING OF THE LETTER "i"

DURATION
four or five class periods

MATERIALS
pictures of familiar objects beginning with **"i"** (i.e. **indio, iglesia, Irene**, etc.)
paper
pencils
blackboard
chalk
toy mouse

OBJECTIVES

A. To associate the /**i**/ sound with the symbol **"i"**

B. To write the letter **"i"**

LESSON DEVELOPMENT

A. Introduction

1. Teacher presents the class with a toy mouse, discussing its name, its description, the sound it makes, etc.

2. Teacher then teaches the class to play the game, "The Cat and the Mouse":

Cat —	**"Oye ratoncito, ¿qué comes?"**
Mouse —	**"Pan y queso."**
Cat —	**"¿Me das un pedacito?"**
Mouse —	**"¡No!"**
Cat —	**"Te lo quito."**

When the cat catches the mouse, the mouse cries "*iiiiiiiiii*".

3. Teacher displays an illustration of the cat chasing the mouse. Class gives the "*iiiiiiiiii*" cry.

4. Teacher also presents a picture of the mouse caught in a trap and teaches class the rhyme:

"El ratoncito"

A este ratoncito lo cogió la trampa.
Oye como dice, "*iiiiiiiii*".

5. Teacher presents the letter "i".

B. Basic Activities and Exercises

1. Teacher draws a simple illustration of the cat chasing the mouse and adds "*iiiiiiiii*" to the picture as the children make the sound.

2. Teacher gives instructions on letter formation:

   a. For *i* — **empiezas abajo, subes, subes y bajas por el mismo caminito, haces la manita, y le pones un puntito**

   b. For *I* — **empiezas abajo, subes y te devuelves, un ganchito, y te devuelves para acá**

3. Teacher explains the use of the cursive form for writing and the printed form for reading.

   i **(minúscula manuscrita)**
   I **(mayúscula manuscrita)**
   i **(minúscula imprenta)**
   I **(mayúscula imprenta)**

   Teacher explains that all are pronounced the same, first by printing a word on the board which has the "i" sound in initial position, then by holding up the corresponding picture. The teacher transcribes the word again on the board, this time in the cursive form.

4. Children pronounce familiar words that begin with "i", while the teacher shows the pictures. Examples: **indio, iglesia, Irene**, etc.

C. Follow-Up Activities

1. Review of "*i*" with the rhyme:

"El mar"

Olas y olas en el mar yo vi,
dibujas el agua y sale la *i*.
Olas y olas en el mar yo vi,
salpica el agua y queda la *i*.

2. Review of the "Cat and Mouse" game

3. Vocabulary building, using the letter "**i**"

4. Writing activities, using the letter "**i**"

5. Review of "**e**" and "**i**" in four forms

D. Areas for Evaluation

1. Children's pronunciation of letter "**i**"

2. Children's ability to identify the four forms of "**i**"

3. Children's game participation

4. Children's ability to write and print the letter "**i**" in the air, on the board and on paper

5. Children's attitude, enjoyment, and interest.

TEACHING OF THE LETTER "o"

DURATION
three or four class periods

MATERIALS
pictures of a horse and jockey
pictures of familiar objects beginning with "o" (i.e. **ojo, oso, Oscar, once**, etc.)
paper with a picture or drawing of a pot and lines for practicing handwriting
pencils
blackboard
chalk
picture of a pot
cut-outs of the letter "o"

OBJECTIVES

A. To associate the /o/ sound with the symbol "o"

B. To write the letter "o"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a jockey on horseback while saying "o". Teacher describes what the jockey says when he wants the horse to stop. The children repeat the sound.

2. Teacher teaches the children the "Horse Game":

    a. children form a circle
    b. a child playing the part of the horse gallops around the circle
    c. when someone says "o-o-o", the horse stops
    d. if the horse takes an extra step, another child takes his place

3. Teacher displays a picture of an "**olla**" and explains its function. Teacher points out that it begins with "o" and presents the letter "o".

B. Basic Activities and Exercises

1. Children describe the picture of the horse and jockey, and repeat the "o" sound.

2. Teacher gives instructions on letter formation:

   a. For — **vuelta pequeña y un ganchito**

   b. For — **vuelta grande y un ganchito** or
    — **Este es Ricardo, tiene un ganchito en el copetito.**

3. Teacher explains the four forms of "o":

    (minúscula manuscrita)
    (mayúscula manuscrita)
    (minúscula imprenta)
    (mayúscula imprenta)

C. Follow-Up Activities

1. Review of the "Horse Game"

2. Writing the letter "o" in the air, on the board, on paper

3. Children tag the letter "o" on pictures or drawings of objects beginning with "o".

4. Children color a mimeographed picture of a pot and practice writing the letter "o".

5. Class identifies and reviews previously learned letters. Teacher presents letters in pairs, and children form the sounds.

6. Cut out and pasting activities and vocabulary building exercises with words having "o" in initial position. Examples: **oso, orejas, ocho, ojos, olla, octubre, once, Oscar,** etc.

D. Areas for Evaluation

1. Children's pronunciation of "o"

2. Children's ability to identify the four forms of "o"

3. Children's ability to write and print the letter "o"

4. Children's ability to recognize the letter "o" in new words

5. Children's ability to "sound out" new words containing the letter "o".

TEACHING OF THE LETTER "u"

DURATION
four or five class periods

MATERIALS
pictures of familiar objects beginning with "**u**" (i.e. **uva, uniforme, uno, una,** etc.)
paper
pencils
blackboard
chalk
drawings of a train

OBJECTIVES

A. To associate the /u/ sound with the symbol "**u**"

B. To write the letter "**u**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays an illustration of a train and conducts discussion about trains with the children.

2. Teacher teaches the "Train Game":

   a. Students are formed into four lines, with each child putting his hands on the waist of the child in front of him.

   b. The four lines follow four different paths as they move, imitating trains. When two lines cross paths, the first train to arrive has the right of way. The other train must stop and wait, making the "*uuuuu*" sound (whistle of a train) until it can proceed.

   c. The first train to complete its path and return to the starting point wins.

3. Teacher teaches the class the rhyme, "**El columpio sube y baja**":

El columpio sube y baja,
en él vemos a Lulú.
Si lo hacemos con cuidado,
te queda muy bien la "u".

Teacher presents the letter "**u**" and children make the sound.

B. Basic Activities and Exercises

1. Teacher and class discuss their experiences with trains. Children imitate the train whistle or "**u**" sound.

2. Teacher gives instructions on letter formation:

   a. For *u* — **patita, columpio, patita, y aquí terminamos**
   b. For *U* — **hacemos un ganchito, un columpio, y una patita**

   Children practice both forms in the air, on the board and on paper.

3. Teacher explains the four forms of "**u**":

   u **(minúscula manuscrita)**
   U **(mayúscula manuscrita)**
   u **(minúscula imprenta)**
   U **(mayúscula imprenta)**

C. Follow-Up Activities

1. Writing the letter "**u**" in the air, on the board and on paper

2. Review of the "Train Game"

3. Practicing physical exercises with the rhyme, "**El columpio sube y baja**"

4. Reviewing pronunciation and identification of previously learned letters and their combinations

D. Areas of Evaluation

1. Children's pronunciation of "**u**"

2. Children's ability to identify the four forms of "**u**"

3. Children's participation in games and rhymes

4. Children's ability to write and print the letter "u"

5. Children's ability to recognize the letter "u" in new words

6. Children's ability to "sound out" new words containing the letter "u".

TEACHING OF THE LETTER "a"

DURATION
three or four class periods

MATERIALS
picture or drawing of airplane
pictures of familiar objects beginning with "a" (i.e. **árbol, Ana, abrigo, araña**, etc.)
paper
pencils
blackboard
chalk
Bingo cards with the four forms of all the vowels
materials for making an airplane

OBJECTIVES

A. To associate the /a/ sound with the symbol "a"

B. To write the letter "a"

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the story of an airplane and shows a picture of a man parachuting out of the airplane. Children show wonderment, making the "a-a-a" sound.

2. Children draw a picture of an airplane with an "a" on its wings.

3. Children again practice the "a" sound.

B. Basic Activities and Exercises

1. Teacher shows pictures of familiar objects beginning with "a". Children name them. For example: **avión, árbol, año, Ana, Antonio**, etc.

2. Teacher gives instructions on letter formation:

   a. For — **una pancita y una patita**

   b. For — **una pancita grande y una patita**

3. Teacher explains the four forms of "a":

    (minúscula manuscrita)

    (mayúscula manuscrita)

    (minúscula imprenta)

    (mayúscula imprenta)

   Children form the letters in the air, on the board and on paper.

C. Follow-Up Activities

1. Making a paper airplane

2. Vocabulary building activities using words with "a"

3. Class discussion on children's personal experiences with airplanes

4. Writing exercises using the letter "a"

5. Bingo game reviewing the four forms of all vowels learned to date. Teacher passes out cards with the vowels in upper and lower case letters. Children mark cards as the teacher displays the letter pulled out of the box. The child who fills out card first wins.

6. Teacher tells class a fairy tale such as **"Caperucita Roja"**. When the characters are surprised, they make the **"a-a-a"** sound. Children repeat with the teacher.

D. Areas for Evaluation

1. Children's pronunciation of "a"

2. Children's ability to identify the four forms of "a"

3. Children's ability to write and print the letter "a"

4. Children's identification and recognition of the letter "a" through audio and visual exercises

5. Children's pronunciation of "a" during class discussions.

TEACHING OF THE LETTER "s"

DURATION
four or five class periods

MATERIALS
pictures of objects having the letter "s" (i.e. **sol, casa, oso, estrellas,** etc.)
cut-outs of the letter "s" in all four forms
blackboard
paper with picture of bear and lines for guiding writing exercise
pencils
chalk
glue
glitter, sand, or sawdust
Bingo game with pictures of objects containing "s"

OBJECTIVES

A. To associate the /s/, /z/ sounds with the symbol "s"

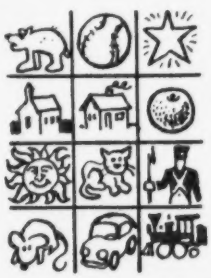
B. To write the letter "s"

C. To combine the vowels already learned with the letter "s"

LESSON DEVELOPMENT

A. Introduction

1. Class plays a Bingo game. The Bingo cards have pictures of objects containing the "s" sound and the previously learned vowel sounds. For example: **oso, escuela, casa, sol,** etc. The first child to fill up the card wins.



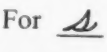
2. The teacher tells the class a story about **Susana** and her adventures at a toy store. The teacher develops a story with words containing the "s" sound and the vowel sounds learned in previous lessons. For example: **oso, osita, soldado, juguetes, sorpresa, muñecas, estrellas, mismo**, etc. The story should create interest and class discussion, and also should lend itself to dramatization, so that the children can act out the story as a follow-up activity.

3. Teacher presents cut-outs of the letter "s" in all four forms and points out examples in some of the words used in the story.

B. Basic Activities and Exercises

1. Teacher writes several familiar words containing the "s" sound on the board, identifying the "s" by its phonic sound.

2. Teacher gives instructions on letter formation:

   a. For  — **subo, bajo, regreso por el mismo lugar y le saco la colita y queda la "ese"**

   b. For — **subimos, una vuelta grande, una pancita, un ganchito para adentro, salimos, y aquí terminamos**

   Children practice these formations in the air, on the board and on paper.

3. Teacher explains the four forms of "s":

   (minúscula manuscrita)
   (mayúscula manuscrita)
   (minúscula imprenta)
   (mayúscula imprenta)

C. Follow-Up Activities

1. Children dramatize story of "**Susana's** Adventures at the Toy Store".

2. Children color the picture of an "**oso**" and trace the word on a prepared sheet.

3. Children analyze the word "**oso**" by breaking it down into letters "**o-s-o**", and syllables, "**o-so**". Then the teacher substitutes other familiar vowels and combines them with "**s**". For example: **si, se, su, so, sa**. Teacher then presents other words such as **ese, osa, Susi, asea, así**, etc. Teacher continues this procedure with phrases like **ese, oso, esa, osa**, etc. Finally,

simple sentences are presented: **Se asea así, Ese es su oso, Si se asea,** etc. Phrases and sentences are introduced according to the children's progress and comprehension.

4. Letter Game—Children are assigned to be certain letters learned in previous lessons. Letters (children) are placed together to form familiar words.

5. Children write words or phrases in glue and then sprinkle them with glitter, sand, or sawdust.

D. Areas for Evaluation

1. Children's ability to identify the four forms of "s"

2. Children's pronunciation of "s"

3. Children's ability to write and print the letter "s"

4. Children's ability to recognize the letter "s" in new words

5. Children's ability to "sound out" new words containing the letter "s".

TEACHING OF THE LETTER "**d**"

DURATION
four or five class periods

MATERIALS
a die or a picture of a die
cardboard for making dice
word card with "**dado**" written on it
prepared worksheet with picture of a dog and lines for guiding writing exercises
pencils
crayons
blackboard
chalk
pictures of objects containing the letter "**d**" (i.e. **dinero, dedo, soda, lodo,** etc.)

OBJECTIVES

A. To associate the /**d**/, /~~**d**~~/ sounds with the symbol "**d**"

B. To write the letter "**d**"

C. To combine letters previously learned with the letter "**d**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a die, or passes around a die. Teacher leads the class in a discussion and introduces "**d**" as the first letter of the word, "**dado**". The class repeats the word.

2. Children make a die out of cardboard or construction paper.

3. Teacher displays a card with "**dado**" written in cursive form. The "**d's**" are written in red.

B. Basic Activities and Exercises

1. Teacher introduces familiar words and pictures containing the letter "**d**". For example: **dedo, dinero, diez, lodo, soda,** etc.

2. Teacher gives instructions on letter formation:

   a. For — **una pancita, sube derechita, baja por el mismo caminito, y la manita**

   b. For — **empieza arriba, baja, hacemos un ganchito cerrado, panza grande, una vuelta larga para abajo, y la manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**d**":

   (minúscula manuscrita)
   (mayúscula manuscrita)
   (minúscula imprenta)
   (mayúscula imprenta)

C. Follow-Up Activities

1. Teacher tells the class a story about a dog named "**Didi**". The story should contain numerous words containing the "**d**" sound. For example: **dale, dos, pide, todo, dile, suda,** etc. Teacher explains why **Didi** begins with a capital letter.

2. Children analyze the words "**dado**" and "**Didi**" by breaking them down into letters and syllables. Different vowels are interchanged to form other syllables. The procedure should continue, presenting phrases and short sentences. For example: **dos dados, dos dedos, Dame diez dados, La seda es morada,** etc.

3. Children color picture of **Didi** and practice writing the name on a prepared sheet.

4. Children participate in vocabulary building exercises using letters already learned.

5. Children participate in writing activities, including syllables, words, and short sentences already learned.

D. Areas for Evaluation

1. Children's pronunciation of "**d**"

2. Children's ability to identify the four forms of "**d**"

3. Children's ability to write and print letter "**d**"

4. Children's ability to recognize the letter "**d**" in new words

5. Children's ability to "sound out" new words containing the letter "**d**".

TEACHING OF THE LETTER "t"

DURATION
three or four class periods

MATERIALS
picture or drawing of a soldier named **"Tito"**
cards with **"t"** words (i.e. **taco, gato, pato, Tomás,** etc.)
paper
pencils
blackboard
chalk
crayons

OBJECTIVES

A. To associate the /t/ sound with the symbol **"t"**

B. To write the letter **"t"**

C. To combine letters previously learned with the letter **"t"**

LESSON DEVELOPMENT

A. Introduction

1. **Teacher** displays a picture or drawing of a soldier with the name **"Tito"** written on the bottom of the picture. Teacher explains that **Tito** plays the **"clarĩn"**. Teacher and children produce the **"tu-tu-tu"** sound of the bugle. Teacher tells the class a short story about **Tito**, and initiates a discussion about **Tito** to elicit the phrase, **"Este es Tito"**. Children repeat the name **"Tito"**, spell **"T-i-t-o"** and sound out the syllables, **"Ti-to"**.

2. Teacher has the children take the **"Ti"** from **"Tito"** and interchange different words, resulting in **"ta, te, to, tu"**.

B. Basic Activities and Exercises

1. Teacher introduces familiar words, containing the **"t"** sound, with word cards. For example: **taco, tío, gato, pato, Tomás,** etc.

2. Teacher gives instructions on letter formation:

   a. For — **sube, baja, y atravesamos un palito**

   b. For — **empieza abajo, sube, baja por el mismo caminito, y hace una manita. Luego se pone un sombrerito.**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**t**":

   (minúscula manuscrita)

   (mayúscula manuscrita)

   (minúscula imprenta)

   (mayúscula imprenta)

C. Follow-Up Activities

1. Teacher places cut-out letters on a flannel board to form "**Tito**". The teacher changes letters to form words such as **Tete, Tila, Tula, Tata,** etc. Children come to the board to form some of these words.

2. Teacher has the children read words and phrases with the "**t**" sound written on word cards. Each word or phrase is written in both cursive and printed forms. The "**t**" is written in red.

3. Children draw a picture of the soldier named "**Tito**" and practice writing his name.

4. Vocabulary building with familiar words containing the "**t**" sound.

5. Writing exercise using all the letters learned to this point.

D. Areas for Evaluation

1. Children's pronunciation of "**t**"

2. Children's ability to identify the four forms of "**t**"

3. Children's ability to write and print letter "**t**"

4. Children's ability to recognize the letter "**t**" in new words

5. Children's ability to "sound out" new words containing the letter "**t**".

TEACHING OF THE LETTER "l"

DURATION
two or three class periods

MATERIALS
letters made from construction paper
drawings or pictures of sun, waves, boy, girl
blackboard
chalk
pencils
paper
flannel board

OBJECTIVES

A. To associate the /l/ sound with the symbol "l"

B. To write the letter "l"

C. To combine letters previously learned with the letter "l"

LESSON DEVELOPMENT

A. Introduction

1. Teacher presents drawings or pictures, the names of which include the "l" sound; for example: **sol, olas, Lalo, Lola**. Each picture is labeled with words in both cursive and printed forms.

2. Teacher tells the children a story about **Lola** and **Lalo** spending a day at the beach. Teacher writes words containing "l" on the board. Children learn to read the words.

B. Basic Activities and Exercises

1. Teacher introduces other familiar words containing the "l" sound, using pictures if possible. For example: **suelo, clase, lima, ola, mole**, etc.

2. Teacher gives instructions on letter formation:

   a. For — **una vuelta larga y su manita**

   b. For — **una vuelta grande arriba, un ganchito abajo, y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "l":

   (minúscula manuscrita)

   (mayúscula manuscrita)

   (minúscula imprenta)

   (mayúscula imprenta)

C. Follow-Up Activities

1. Children make words using paper letters, combining vowels and the letter "l".

2. Teacher presents words, syllables, phrases, and short sentences containing the letter "l", and the children practice reading and writing them.

3. **"JUEGO DE LAS LETRAS"**—This game involves all the vowels and the consonants introduced to this point. Teacher displays cut-out letters, both upper case and lower case, in printed form. The class is divided into two teams. One child from Team 1 chooses a letter and puts it on the flannel board, sounding the letter and recognizing it as lower case or upper case. A child from Team 2 writes that letter in cursive form on the board. With each letter (either recognized or written), the child wins a point for his team. After all the letters are presented, one child from each team comes to the front to sound out each letter. Each child who sounds out every letter correctly wins a point for his team.

4. Song for review of vowel and consonant sounds:

"Carita nueva"

Yo tengo cada día
Una carita nueva
Me ayudan para hacerla
El agua y el jabón
Mi papacito lindo
No me conoce a veces
Y cree que un niño
Nuevo entró por el balcón

Si quieres tú, niñito
Una carita nueva
Que vengan a tu ayuda
El agua y el jabón
Pondrán en tus ojitos
La luz de las estrellas
Y en tu linda sonrisa
Un rayito de sol.

D. Areas for Evaluation

1. Children's pronunciation of "**l**"
2. Children's ability to identify the four forms of "**l**"
3. Children's ability to write and print the letter "**l**"
4. Children's ability to recognize the letter "**l**" in new words
5. Children's ability to "sound out" new words containing the letter "**l**".

TEACHING OF THE LETTER "m"

DURATION
three or four class periods

MATERIALS
strips of poster paper
picture of sick boy in bed while mother is feeding him
letter Bingo game
paper
pencils
blackboard
chalk

OBJECTIVES

A. To associate the /m/ sound with the symbol "**m**"

B. To write the letter "**m**"

C. To combine the letters previously learned with the letter "**m**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher presents the story of **Luis**. While playing football, **Juanito** fell down. **Luis** was about to trip over him, and in order to avoid stepping on his friend, turned suddenly and hurt his leg. **Juanito** carried him home, and **Luis'** mother took care of him for several days until he recovered. Teacher introduces a picture of **Luis** in bed while his mother feeds him.

2. Teacher presents the phrase, "**La mamá de Luis**", in printed and cursive forms on strips of poster paper. Teacher reads the phrase and the children repeat them until they can read each phrase.

3. Teacher divides "**mamá**" into syllables and combines "**m**" with different vowels and consonants already studied. For example: **toma, mesa, lima, dama,** etc.

B. Basic Activities and Exercises

1. Teacher has students identify the "M" and "m" from their alphabet list. Teacher writes familiar words containing the "**m**" sound on the board. For example: **mesa, masa, Tomás, mano,** etc.

2. Teacher gives instructions for letter formation:

   a. For *m* — **una, dos, tres vueltas y la manita**

   b. For *M* — **una ondita arriba, y dos onditas abajo, no muy altas, y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**m**":

   m **(minúscula manuscrita)**
   M **(mayúscula manuscrita)**
   m **(minúscula imprenta)**
   M **(mayúscula imprenta)**

C. Follow-Up Activities

1. Writing exercises containing the "*m*" and "*M*"

2. Vocabulary building using all the vowels and consonants learned in previous lessons

3. Dramatization of the story "**La mamá de Luis**"

4. Bingo game using all the letters learned in previous lessons

D. Areas for Evaluation

1. Children's pronunciation of "**m**"

2. Children's ability to identify the four forms of "**m**"

3. Children's ability to write and print the letter "**m**"

4. Children's ability to recognize the letter "**m**" in new words

5. Children's ability to "sound out" new words containing the letter "**m**".

TEACHING OF THE LETTER "p"

DURATION
two or three class periods

MATERIALS
cut-out letters for the "**Juego de letras**"
chalk
paper
pencils
blackboard
flannel board
crayons

OBJECTIVES

A. To associate the /**p**/ sound with the symbol "**p**"

B. To write the letter "**p**"

C. To combine letters previously learned with the letter "**p**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class a story about **Lupe** and **Pepe** and what they got for Christmas. One of the toys they received was a "**pelota**". The teacher presents the words "**Pepe**", "**Lupe**", and "**pelota**" in cursive and printed forms, with each "**p**" in red.

2. Teacher writes short sentences from the story to show the "**p**" sound and symbol. For example: **Pepe pide la pelota, Pepe pisa la pelota**, etc. The children learn to read the sentences and identify the "**p**" by circling it.

B. Basic Activities and Exercises

1. Teacher introduces familiar words containing the "**p**" sound. For example: **pato, pelo, pie, Papá, piano**, etc. Children read these words and identify the "**p**".

2. Teacher gives instructions for letter formation:

   a. For — **empieza aquí, baja un pie, hace un ganchito como un caracol, y la manita**

   b. For — **empieza en la linea, sube, baja, y sube por el mismo caminito, y hace una cabeza grande**

3. Teacher explains the four forms of "**p**":

   (minúscula manuscrita)

   (mayúscula manuscrita)

   (minúscula imprenta)

   (mayúscula imprenta)

C. Follow-Up Activities

1. Playing the game, "**Juego de letras**", described in the lesson on "Teaching the Letter 'l'"

2. Coloring drawings of objects containing the letter "**p**" and identifying that letter

3. Writing exercises containing the letter "**p**"

4. Forming syllables and words by interchanging vowels in short words containing "**p**". For example: **Papá, Pepe, pipa, Pepa**, etc.

D. Areas for Evaluation

1. Children's pronunciation of "**p**"

2. Children's ability to identify the four forms of "**p**"

3. Children's ability to write and print the letter "**p**"

4. Children's ability to recognize the letter "**p**" in new words

5. Children's ability to "sound out" new words containing the letter "**p**".

TEACHING OF THE LETTER "n"

DURATION
four or five class periods

MATERIALS
paper
pencils
blackboard
chalk
cards with words for "**Caracol**" game
strips of cardboard

OBJECTIVES

A. To associate the /n/ sound with the symbol "**n**"

B. To write the letter "**n**"

C. To combine letters previously learned with the letter "**n**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class a story about **Ana** and her little brother **Neto** who find a **nido** in their backyard.

2. Teacher presents words and phrases related to the story of **Ana** and **Neto** on strips of cardboard with each "**n**" in red. Children identify the "**n**" and read the words and phrases presented.

B. Basic Activities and Exercises

1. Teacher presents familiar words containing the "**n**" sound. For example: **pino, lana, nada, pone, pan,** etc. Children identify the "**n**" and read the words.

2. Teacher gives instructions for letter formation:

   a. For *n* — **dos onditas y una manita**

   b. For *N* — **una ondita arriba y una ondita abajo y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**n**":

   n **(minúscula manuscrita)**
   N **(mayúscula manuscrita)**
   n **(minúscula imprenta)**
   N **(mayúscula imprenta)**

C. Follow-Up Activities

1. Questioning and conversation about the story of **Ana** and **Neto**.

2. **"Caracol"** game: Cards with words made up of letters already learned are placed on the floor as shown. Children jump from spot to spot, reading each word. If a child can't read a word he loses his turn. The first child that can read all the words and reach the center first, wins.

3. Writing exercises using the letter "**n**"

4. Vocabulary building activities using words, phrases, and short sentences containing the letter "**n**"

D. Areas for Evaluation

1. Children's pronunciation of "**n**"

2. Children's ability to identify the four forms of "**n**"

3. Children's ability to write and print the letter "**n**"

4. Children's ability to recognize the letter "**n**" in new words

5. Children's ability to "sound out" new words containing the letter "**n**".

TEACHING OF THE LETTER "c"
(hard sound)

DURATION
three or four class periods

MATERIALS
picture of a girl and her house
strips of poster paper
chalk
blackboard
paper
pencils
crayons

OBJECTIVES

A. To associate the /k/ sound with the symbol "c"

B. To write the letter "c"

C. To form and use question marks

D. To combine letters previously learned with the letter "c"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a girl, **Cuca**, and her house. Teacher tells the class a story about Cuca and her chores at home.

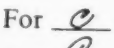
2. Children make a drawing of **Cuca** and her house.

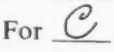
3. Teacher presents the phrase, **"La casa de Cuca"** (cursive and printed forms) with each "c" in red on strips of poster paper.

B. Basic Activities and Exercises

1. Teacher analyzes the word, "**casa**", and the syllables "**ca-sa**". Substituting vowels and consonants already learned, the class forms other words such as **taco, come, codo, saco,** etc.

2. Teacher gives instructions for letter formation:

   a. For  — **un ganchito y su manita**

   b. For  — **un ganchito grande y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**c**":

   (minúscula manuscrita)

   (mayúscula manuscrita)

   c **(minúscula imprenta)**

   C **(mayúscula imprenta)**

4. Teacher presents short questions, written on strips of poster paper, to introduce the question mark. For example: **¿ Cómo está Luis?** Teacher gives instructions for making the question marks before allowing the children to practice writing the questions and the question marks.

   a. For — **un palito, ganchito, y un puntito**

   b. For — **un ganchito, un palito, y un puntito**

C. Follow-Up Activities

1. Teacher presents short sentences and questions containing the hard "**c**" sound. Children read and then practice writing these. For example: **Esta es la casa de Cuca. ¿ Es esta la casa de Cuca?**

2. Class practices dividing familiar words into syllables. For example: **co-co, ca-ma, ca-sa, es-ta, me-sa, ta-co,** etc.

3. Writing exercises using the letter "**c**"

4. Vocabulary building exercises using the letter "**c**"

D. Areas for Evaluation

1. Children's pronunciation of "**c**"

2. Children's ability to identify the four forms of "c"

3. Children's ability to write and print the letter "c"

4. Children's ability to form and use question marks

5. Children's ability to recognize the letter "c" in new words

6. Children's ability to "sound out" new words containing the letter "c".

TEACHING OF THE LETTER "q"

DURATION
three or four class periods

MATERIALS
poster with picture of **Luis** and appropriate sentences (See Step 2 under "Introduction".)
picture of train engine with "**máquina**" in cursive and printed forms
paper strips containing "**q**" words
blackboard
chalk
paper
pencils

OBJECTIVES

A. To associate the /k/ sound with the symbol "**q**" (which is always followed by "**u**")

B. To write the letter "**q**"

C. To combine letters previously learned with the letter "**q**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher recalls the story of **Luis** who was hurt while playing football. His friends come to see him and bring him a package which contains a "**máquina**", in this case meaning a train engine.

2. Teacher introduces a poster with a picture of **Luis** playing with the train and the following sentences:

"Aquí está la máquina"

Todos saludan a Luis.
Le desean que sane.
Paquito le da el paquete.
Lupe le quita el papel.
Aquí está la máquina.
¡Qué linda es!

3. Children act out the story, using as many phrases from the poster as possible.

B. Basic Activities and Exercises

1. Teacher introduces picture of a train engine with word, "**máquina**", in printed and cursive forms. The letters "**qu**" are in red. Teacher divides the word into syllables and pronounces each syllable. Children complete the same task.

2. Teacher gives instructions for letter formation:

   a. For _q_ — **una cabecita como una** _a_ **, baja el pie, vuelta para este lado, y su manita**

   b. For _2_ — **cabeza grande, un ganchito, y la manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**q**". Teacher tells children the "**q**" is always followed by the "**u**". Children practice "**q**" and "**u**" together.

   _q_ **(minúscula manuscrita)**
   _2_ **(mayúscula manuscrita)**
   q **(minúscula imprenta)**
   Q **(mayúscula imprenta)**

4. Teacher presents words on paper strips with the "**qu**" in red. For example: **queso, Queta, aquí, banqueta,** etc. The teacher should remind the children that the "**q**" is always followed by the "**u**".

C. Follow-Up Activities

1. Vocabulary building using words containing the "**qu**"

2. Writing exercises using the "**qu**"

3. Teacher tells the class a story about **Queta** who is always eating "**queso**". Teacher introduces the phrase, "**Queta come queso**". Children read and write it.

4. Letter substitution activities reviewing vowels and consonants learned in previous lessons.

D. Areas for Evaluation

1. Children's pronunciation of "**qu**"
2. Children's ability to identify the four forms of "**q**"
3. Children's ability to write and print the letter "**q**"
4. Children's ability to recognize the letters "**qu**" in new words
5. Children's ability to "sound out" new words containing the letters "**qu**".

TEACHING OF THE LETTER "r"
(soft sound between vowels)

DURATION
two or three class periods

MATERIALS
poster with sentences containing "**r**" words (See Step 1 under "Introduction".)
pencils
paper
crayons
pictures of objects containing the letter "**r**" (i.e. **toro, pera, arete, marinero,** etc.)

OBJECTIVES

A. To associate the /**r**/ sound with the symbol "**r**"

B. To write the letter "**r**"

C. To combine the letter "**r**" with letters previously learned

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class about father bringing gifts for the family. Teacher develops a story around the following sentences, which also are used for reading and writing. These sentences are transcribed (in cursive and printed forms) on poster paper with the "**r**" in red.

El papá es marinero.
Su cara es morena.
Tiene cosas para todos.
El torero es para Luis.
Los aretes para mamá.
El saco morado para Teresa.

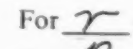
2. Teacher points out the "**r**" and reads the sentences. The children repeat them.

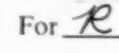
3. Teacher has the children draw some of the gifts father brings to the family.

B. Basic Activities and Exercises

1. Teacher relates the story and sentences to the children's drawings. Teacher analyzes some of the words by syllables.

2. Teacher gives instructions for letter formation:

   a. For  — **una ondita, un piquito, y su manita**

   b. For  — **un piquito, baja, sube por el mismo caminito, hace una cabeza grande, un ganchito, y su manita**

3. Teacher explains the four forms of "**r**":

(minúscula manuscrita)

(mayúscula manuscrita)

(minúscula imprenta)

(mayúscula imprenta)

C. Follow-Up Activities

1. Teacher presents names and pictures of objects containing the soft "**r**" sound. For example: **pera, toro, loro, oro, Sara,** etc.

2. Writing exercises using the letter "**r**"

3. **Juego de letras**

D. Areas for Evaluation

1. Children's pronunciation of "**r**"

2. Children's ability to identify the four forms of "**r**"

3. Children's ability to write and print the letter "**r**"

4. Children's ability to recognize the letter "**r**" in new words

5. Children's ability to "sound out" new words containing the letter "**r**".

TEACHING OF THE LETTER "r" AND "rr"
(soft sound)

DURATION
three or four class periods

MATERIALS
blackboard
chalk
picture of **Luis** with train
pencils
paper
pictures of objects containing the hard sound of "**r**" and "**rr**" (i.e. **rosa, río, carro, burro,** etc.)

OBJECTIVES

A. To associate the /**rr**/ sound with the symbol "**r**" in initial position, before consonants, after consonants, and as "**rr**"

B. To write "**r**" and "**rr**"

C. To combine "**r**" and "**rr**" with letters previously learned

LESSON DEVELOPMENT

A. Introduction

1. Teacher reviews the story about **Luis** and his toy train, using phrases and sentences containing the hard "**r**" sound. Sentences for reading are elicited from the children through a question and answer period on points in the story.

2. Teacher transcribes sentences in cursive and printed forms on the board. Teacher reads the sentences and children repeat them.

3. Teacher identifies the "**r**" and has children point out the "**r**" in the sentences. Children re-read the sentences.

B. Basic Activities and Exercises

1. Teacher tells class a story, **"La granja de los animales"**, and initiates a discussion about dogs. Teacher presents the word, **"perro"**, in both cursive and printed forms. Other familiar words with **"r"** in initial position, before and after consonants, and the **"rr"** are presented. For example: **rosa, río, barco, cuerpo, burro, carro,** etc.

2. Teacher reviews the instructions for letter formation:

   a. For — **una ondita, un piquito, y su manita**

   b. For — **un piquito, baja, sube por el mismo caminito, hace una cabeza grande, un ganchito, y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher reviews the four forms of **"r"**

4. The sound of **"rr"** is analyzed and the children practice writing **"rr"**.

C. Follow-Up Activities

1. Vocabulary building using the hard sound of **"r"** and **"rr"**

2. Writing exercises using the **"r"** and **"rr"**

3. **Juego de palabras** (same as **Juego de letras**)

D. Areas for Evaluation

1. Children's pronunciation of the hard sound of **"r"** and **"rr"**

2. Children's ability to identify the four forms of **"r"** and **"rr"**

3. Children's ability to write and print the letter **"r"**

4. Children's ability to recognize the letter **"r"** in new words

5. Children's ability to "sound out" new words containing the letter **"r"**.

TEACHING OF THE LETTER "b"

DURATION
three or four class periods

MATERIALS
picture of boat
pictures of animals and objects containing the letter "b" (i.e. **burro, caballo, lobo, cabeza,** etc.
blackboard
chalk
flannel board
cut-out letters
strips of poster paper

OBJECTIVES

A. To associate the /b/, /~~b~~/ sounds with the symbol "b"

B. To write the letter "b"

C. To combine "b" with letters previously learned

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class a story about **"El barco de los animales"**. Teacher shows the class as many words and pictures as possible containing the **"b"** sound. For example: **burro, bonito, becerro, caballo, lobo, cabeza,** etc.

2. Teacher displays a picture of a boat along with the word **"barco"** transcribed in cursive and printed forms. The **"b"** is written in red. Teacher reads the word and points out the **"b"**. Children repeat the word.

3. Teacher writes sentences from the story, reads them, and then children repeat. For example:

El barco es de Benito.
El barco tiene una bandera.

El caballo es blanco
Todos suben al barco.

B. Basic Activities and Exercises

1. Teacher places on flannel board the following syllables and words:

   a. **ba, be, bi, bo, bu — Ba, Be, Bi, Bo, Bu**

   b. **burro, bandera, bonito, bueno, lobo**

   Teacher has the group, then individual pupils, read the syllables and words.

2. Teacher gives instructions for letter formation:

   a. For *b* — **una vuelta larga, una ondita, y un palito**

   b. For *B* — **un piquito, baja un palito, sube por el mismo caminito, y hace dos pancitas y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "**b**":

   b **(minúscula manuscrita)**
   B **(mayúscula manuscrita)**
   b **(minúscula imprenta)**
   B **(mayúscula imprenta)**

C. Follow-Up Activities

1. Writing exercises using words and sentences containing "**b**"

2. Vocabulary building activities using words with the "**b**" sound

3. Teacher writes sentences on the board and has individual students read them aloud.

4. Teacher displays sentences from the story transcribed in cursive and printed forms on paper strips. Children match up the appropriate sets of sentences.

D. Areas for Evaluation

1. Children's pronunciation of the letter "**b**"

2. Children's ability to identify the four forms of "**b**"

3. Children's ability to write and print the letter "**b**"

4. Children's ability to recognize the letter "**b**" in new words

5. Children's ability to "sound out" new words containing the letter "**b**".

TEACHING OF THE LETTER "ll"

DURATION
two or three class periods

MATERIALS
pictures of yellow, baby chicks
paper strips containing words with "ll" (i.e. **gallina, semilla, lluvia,** etc.)
paper
pencils
blackboard
chalk

OBJECTIVES

A. To associate the /ʎ/ sound with the symbol "ll"

B. To write the letter "ll"

C. To combine letters previously learned with the letter "ll"

LESSON DEVELOPMENT

A. Introduction

1. Teacher recites the following rhyme and the children repeat it.

"Los pollitos"

Los pollitos dicen pío, pío, pío,
Cuando tienen hambre,
Cuando tienen frío.

2. Teacher shows a picture of chicks **(pollitos)** and describes them to the class, using as many words as possible containing the "ll" sound. For example: **amarillos, chiquillos, gallina, gallinero, semillas,** etc.

3. Teacher writes words and sentences with the "ll" in red. Teacher reads them and points out the "ll". Children repeat the words and sentences.

B. Basic Activities and Exercises

1. Teacher presents words and sentences containing the "ll" written on poster strips. Teacher reads them and children repeat them. For example: **anillo, olla, llanta, llave, caballo, silla,** etc.

2. Teacher reviews instructions for the formation of the "ll" and explains that the symbol for this new sound is the double "l". Children practice in the air, on the board and on paper.

(minúscula manuscrita)

(mayúscula manuscrita)

(minúscula imprenta)

(mayúscula imprenta)

C. Follow-Up Activities

1. **Juego de letras**

2. Writing exercises with words and sentences containing the "ll"

D. Areas for Evaluation

1. Children's pronunciation of "ll"

2. Children's ability to identify the four forms of "ll"

3. Children's ability to write and print the letter "ll"

4. Children's ability to recognize the letter "ll" in new words

5. Children's ability to "sound out" new words containing the letter "ll".

TEACHING OF THE LETTER "v"

DURATION
two or three class periods

MATERIALS
picture of a house with people on the front steps
paper strips with story sentences
blackboard
chalk
paper
pencils

OBJECTIVES

A. To associate the /b/, /~~b~~/ sounds with the symbol "v"

B. To write the letter "v"

C. To combine letters previously learned with the letter "v"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays picture of a house with people being welcomed on the front steps. Teacher develops a story from the title, **"Victoria visita a Benito"** and uses as many "v" words as possible. For example: **verde, vaca, vaso, vestido, uvas,** etc.

2. Class discusses the story.

3. Teacher displays key sentences from the story which have been written on paper strips. Each "v" is emphasized in red. Teacher introduces the letter "v", reads the sentences, and has the class repeat them.

B. Basic Activities and Exercises

1. Teacher reviews the "v" sound by presenting it with the vowels: i.e. **va, ve, vi, vo, vu.** Children repeat the sounds. Teacher writes familiar words on the board. For example: **vino, verdad, verde, vela, visita, vale,** etc.

2. Teacher gives instructions on letter formation:

   a. For — **una ondita para arriba, una ondita para abajo, y aquí un palito**

   b. For — **un ganchito, vuelta larga para abajo, sube y allí termina**

   Children practice in the air, on the board and on paper.

3. Teacher explains the four forms of "v":

   (minúscula manuscrita)
   (mayúscula manuscrita)
   (minúscula imprenta)
   (mayúscula imprenta)

C. Follow-Up Activities

1. Letter recognition game: Teacher presents new words containing previously learned letters. The children's task is to decipher these "new" words based on their knowledge of the individual letters.

2. Writing exercises using the letter "v"

3. Vocabulary building exercises using the letter "v"

D. Areas for Evaluation

1. Children's pronunciation of "v"

2. Children's ability to identify the four forms of "v"

3. Children's ability to write and print the letter "v"

4. Children's ability to recognize the letter "v" in new words

5. Children's ability to "sound out" new words containing the letter "v".

TEACHING OF THE LETTER "ñ"

DURATION
two or three class periods

MATERIALS
picture of small girl with bow in her hair
paper strips with "ñ" words and sentences
paper
pencils
blackboard
chalk

OBJECTIVES

A. To associate the /ny/ sound with the symbol "ñ"

B. To write the letter "ñ"

C. To combine letters previously learned with the letter "ñ"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a small girl with a bow. Teacher then develops a story from the title, **"El cumpleaños de la niña"** and uses as many "ñ" words as possible. For example: **moño, año, pestaña, sueño, niños,** etc.

2. Class discusses the story.

3. Teacher displays key sentences from the story which have been written on paper strips with each "ñ" in red. Teacher introduces the letter "ñ", reads the sentences, and has the class repeat them.

B. Basic Activities and Exercises

1. Teacher conducts a discussion about birthdays by asking questions like: **"¿Cuántos años tienes? ", "¿Cuándo es tu cumpleaños? ", "¿Cuándo fue tu fiesta de cumpleaños? "**, etc.

2. Teacher writes "ñ" words on the board, pointing out the "ñ". Teacher reads each word or sentence, and then the children read them.

3. Teacher gives instructions for letter formation:

   a. For $\tilde{n}$ — **dos onditas, una manita, y arriba un palito torcido**

   b. For $\tilde{N}$ — **una ondita arriba, una ondita abajo, su manita, y arriba un palito torcido**

4. Teacher explains the four forms of "ñ":

   $\tilde{n}$ **(minúscula manuscrita)**
   $\tilde{N}$ **(mayúscula manuscrita)**
   ñ **(minúscula imprenta)**
   Ñ **(mayúscula imprenta)**

C. Follow-Up Exercises

1. **Juego de palabras**

2. Writing exercises using the letter "ñ"

3. Vocabulary exercises using the letter "ñ"

D. Areas for Evaluation

1. Children's pronunciation of "ñ"

2. Children's ability to identify the four forms of "ñ"

3. Children's ability to write and print the letter "ñ"

4. Children's ability to recognize the letter "ñ" in new words

5. Children's ability to "sound out" new words containing the letter "ñ".

TEACHING OF THE LETTER "y"

DURATION
one or two class periods

MATERIALS
picture of girl playing with a yoyo
"y" words on poster strips (i.e. **yoyo, yerba, desayuno,** etc.)
miscellaneous words written on poster cards
flannel board
chalk
blackboard
paper
pencils

OBJECTIVES

A. To associate the /y/ sound with the symbol "y"

B. To write the letter "y"

C. To combine letters previously learned with the letter "y"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a girl playing with a **yoyo**. Teacher initiates a discussion by asking the children questions about the picture, such as: "**¿Qué hace la niña?**", "**¿Con qué juega la niña?**", etc. Teacher tells the class that the girl's name is **Yolanda**.

2. Teacher writes short sentences about the story on the board with each "y" emphasized in red chalk. Teacher and children read the sentences and teacher points out the "y".

B. Basic Activities and Exercises

1. Teacher displays "y" words written on poster strips. For example: **ayudar, yema, yeso, yo, yodo, yerba, desayuno,** etc. Teacher reads the words and then has the children read them together and individually.

2. Teacher gives instructions for letter formation:

   a. For — **una ondita, un piquito, baja el pie, y sube la manita**

   b. For — **un ganchito, baja y sube un piquito, baja el pie, y su manita**

   Children practice these in the air, on the board and on paper.

3. Teacher explains the four forms of "y":

   (minúscula manuscrita)
   (mayúscula manuscrita)
   (minúscula imprenta)
   (mayúscula imprenta)

C. Follow-Up Activities

1. Teacher writes "y" words on board. Teacher points to words at random and has individuals read them.

2. Teacher displays individual words written on poster strips. Teacher calls on individuals to make a sentence on the flannel board and then read it.

3. Vocabulary building exercises using "y" words and words containing letters previously learned.

4. Writing exercises using the letter "y"

D. Areas for Evaluation

1. Children's pronunciation of "y"

2. Children's ability to identify the four forms of "y"

3. Children's ability to write and print the letter "y"

4. Children's ability to recognize the letter "y" in new words

5. Children's ability to "sound out" new words containing the letter "y".

TEACHING OF THE LETTER "x"

DURATION
one or two class periods

MATERIALS
pictures or slides of Mexican scenes (i.e. **Xochimilco, plaza,** Mexican architecture, etc.)
mimeographed maps of Mexico
chalk
blackboard
paper
pencils
crayons

OBJECTIVES

A. To associate the /s/, /h/, /ks/ sounds with the symbol "x"

B. To write the letter "x"

C. To combine letters previously learned with the letter "x"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays pictures or slides of Mexican scenes. Teacher presents information about Mexico: i.e. location, people, history, geography, etc.

2. Children relate personal experiences they may have had in Mexico.

3. Teacher writes the word, "**México**", on the board and points out the "x". Teacher then explains that this letter has different pronunciations:

   a. "x" as "j" in **México** or **Oaxaca**.

   b. "x" as "ks" when not in initial position. For example: **próximo, examen, excelente, extranjero,** etc.

   c. "x" as "s" when it is in initial position, such as in **Xochimilco.**

B. Basic Activities and Exercises

1. Teacher reviews the sounds of "x" and has the class read words containing the "x" sounds.

2. Teacher gives instructions for letter formation:

   a. For $\mathcal{x}$ — **una ondita con su manita y un palito derechito**

   b. For $\mathcal{X}$ — **un ganchito aquí, un ganchito aquí, y un palito**

   Children practice in the air, on the board and on paper.

3. Teacher explains the four forms of "x":

   $\mathcal{x}$ **(minúscula manuscrita)**
   $\mathcal{X}$ **(mayúscula manuscrita)**
   x **(minúscula imprenta)**
   X **(mayúscula imprenta)**

C. Follow-Up Activities

1. Coloring map of Mexico and practicing writing the word, "**México**", in cursive form.

2. Word identification—Teacher writes words containing "x" on the board and selects words at random for children to read.

3. Writing exercises containing the letter "x"

D. Areas for Evaluation

1. Children's various pronunciations of "x"

2. Children's ability to identify the four forms of "x"

3. Children's ability to write and print the letter "x"

4. Children's ability to recognize the letter "x" in new words

5. Children's ability to "sound out" new words containing the letter "x".

TEACHING OF THE LETTER "g"
(soft sound)

DURATION
two or three class periods

MATERIALS
pictures of objects whose names contain the soft sound of the letter "g" (i.e. **gato, gusano, gallo, gota, regalo,** etc.)
blackboard
chalk
paper
pencils

OBJECTIVES

A. To associate the /g/ sound with the symbol "g"

B. To write the letter "g"

C. To combine letters previously learned with the letter "g"

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class a story entitled, "**El gatito Gustavo**", using as many words with the soft "g" sound as possible. For example: **gusano, gallo, gallina, goma, regalo, tortuga,** etc. ("g" carries the hard sound when placed before an "e" or "i".)

2. Teacher writes key sentences from the story on the board, with each "g" in red chalk. Teacher reads them and then calls on individuals to read them aloud.

3. Teacher points out the "g" and has children pronounce it.

B. Basic Activities and Exercises

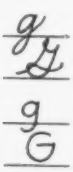
1. Teacher displays pictures of objects, of which some of the names contain the letter "g". Teacher asks children to identify them and to point out ones which contain the letter "g". Teacher writes the names on the board. For example, pictures might include a cat, a dog, a worm, a pencil, a raindrop, a gift, a duck, etc.

2. Teacher gives instructions on letter formation:

   a. For — **cabecita redondita, baja el pie, vuelta larga para arriba y aquí termina**

   b. For — **una vuelta larga, un piquito, y hace su manita**

3. Teacher explains the four forms of "g":



(minúscula manuscrita)
(mayúscula manuscrita)
(minúscula imprenta)
(mayúscula imprenta)

C. Follow-Up Activities

1. Teacher writes incomplete sentences on the board and has children fill in the blanks with words containing the letter "g". For example:

   a. **Gabino quiere un** _____ .
   b. **El gatito es** _____ .
   c. **El regalo es de** _____ .

2. Vocabulary building exercises containing the letter "g"

3. Writing exercises containing the letter "g"

D. Areas for Evaluation

1. Children's pronunciation of "g" (soft sound)

2. Children's ability to identify the four forms of "g"

3. Children's ability to write and print the letter "g"

4. Children's ability to recognize the letter "g" in new words

5. Children's ability to "sound out" new words containing the letter "g".

TEACHING OF THE LETTER "c"
(soft sound)

DURATION
one or two class periods

MATERIALS
pictures of objects whose names contain the soft sound of "c" (i.e. **circo, cebra, cepillo, cinco,** etc.)
chalk
blackboard
pencil
paper

OBJECTIVES

A. To associate the /s/ sound with the symbol clusters "ce", "ci"

B. To write the letter "c"

C. To combine letters previously learned with "ce" and "ci"

LESSON DEVELOPMENT

A. Introduction

1. Teacher initiates a discussion about the circus by asking questions like: "**¿Quién ha ido al circo?**", "**¿Qué fue lo que más te gustó del circo?**", etc.

2. Teacher tells the class a story using the title, "**Celia va al circo**". Teacher writes key sentences of the story on the board with the "ce" and "ci" emphasized in red chalk.

3. Teacher tells class that when "c" is joined with "e" or "i", the sound made is "ssss".

B. Basic Activities and Exercises

1. Teacher displays pictures of objects, the names of which contain "ce" and "ci" and writes these names on the board. For example: **cebra, cincuenta, cepillo, cinco, Ciro,** etc.

2. Teacher reviews letter formation for "c":

   a. For — **un ganchito y su manita**

   b. For — **un gancho grande y su manita**

3. Teacher reviews the four forms of "c":

   (minúscula manuscrita)

   (mayúscula manuscrita)

   (minúscula imprenta)

   (mayúscula imprenta)

4. Teacher reviews the hard sound of "c" when joined with "a", "o", or "u"

C. Follow-Up Activities

1. **Juego de palabras**, including words with the hard and soft sounds of "c"

2. Vocabulary building exercises containing the soft sound of "c"

3. Writing exercises containing the letter "c"

D. Areas for Evaluation

1. Children's pronunciation of "c" (soft sound)

2. Children's ability to identify the four forms of "c"

3. Children's ability to write and print the letter "c"

4. Children's ability to recognize the letter "c" and its soft sound in new words

5. Children's ability to "sound out" new words containing the "soft" letter "c".

TEACHING OF THE LETTER "ch"

DURATION
two or three class periods

MATERIALS
picture of boy wearing a cap
"**ch**" words written on poster strips (i.e. **muchacho, leche, muchacha, cachucha,** etc.)
paper
pencils
chalk
blackboard

OBJECTIVES

A. To associate the /**ch**/ sound with the symbol "**ch**"

B. To write the letter "**ch**"

C. To combine letters previously learned with the letter "**ch**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher initiates discussion by showing a picture of boy wearing a cap. Teacher tells the class about the **muchacho con la cachucha**, using as many "**ch**" words as possible. For example: **chiquito, chaqueta, leche, mucho, muchachos, muchachas**, etc.

2. Teacher writes sentences containing "**ch**" words on the board and points out the "**ch**", telling the class the sound is made up of two letters, "**c**" and "**h**". Teacher makes the sound and has the children repeat it.

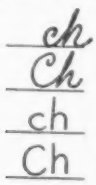
3. Individuals come to the board, read a sentence, and identify the "**ch**" by circling it.

B. Basic Activities and Exercises

1. Teacher has the children read "**ch**" words written on poster strips with each "**ch**" emphasized in red.

2. Teacher reviews letter formation of "**c**" and "**h**", combining the two. Children practice in the air, on the board and on paper.

3. Teacher explains the four forms of "**ch**":



(minúscula manuscrita)
(mayúscula manuscrita)
(minúscula imprenta)
(mayúscula imprenta)

C. Follow-Up Activities

1. **Juego de letras**

2. Writing exercises containing "**ch**"

3. Vocabulary building activities

D. Areas for Evaluation

1. Children's pronunciation of "**ch**"

2. Children's ability to identify the four forms of "**ch**"

3. Children's ability to print and write the letter "**ch**"

4. Children's ability to recognize the letter "**ch**" in new words

5. Children's ability to "sound out" new words containing the letter "**ch**".

TEACHING OF THE LETTER "j"

DURATION
one or two class periods

MATERIALS
picture of boy playing with his toys
chalk
blackboard
paper
pencils

OBJECTIVES

A. To associate the /h/ sound with the symbol "j"

B. To write the letter "j"

C. To combine letters previously learned with the letter "j"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a boy playing with his toys and tells the class a story using the title, "**Los juguetes de Juan**". Teacher then writes the title on the board, pointing out the "j". Teacher makes the sound and children repeat it.

2. Teacher writes other "j" words and sentences on the board, reads them, and has individuals read them. For example: **ojo, conejo, rojo, pájaro, caja,** etc.

3. Teacher calls out a word and asks an individual to come to the board and identify it and circle the "j".

B. Basic Activities and Exercises

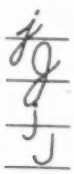
1. Teacher transcribes sentences containing "j" words on the board in both cursive and printed forms. Individuals read the sentences and identify the "j".

2. Teacher gives instructions for letter formation:

   a. For — **un piquito, y baja el pie, y después pones un puntito**

   b. For — **una vuelta grande para arriba, baja el pie, sube y aquí termina**

3. Teacher explains the four forms of "j":



(minúscula manuscrita)
(mayúscula manuscrita)
(minúscula imprenta)
(mayúscula imprenta)

C. Follow-Up Activities

1. Vocabulary building activities

2. Writing exercises

3. Word recognition exercises

D. Areas for Evaluation

1. Children's pronunciation of "j"

2. Children's ability to identify the four forms of "j"

3. Children's ability to write and print the letter "j"

4. Children's ability to recognize the letter "j" in new words

5. Children's ability to "sound out" new words containing the letter "j".

TEACHING OF THE LETTER "f"

DURATION
two or three class periods

MATERIALS
picture of boy's birthday party
pictures of objects whose names contain "f" (i.e. **frijoles, familia, foco,** etc.)
flannel board
chalk
blackboard
box
paper
pencils

OBJECTIVES

A. To associate the /f/ sound with the symbol "f"

B. To write the letter "f"

C. To combine previously learned letters with "f"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a birthday party and develops a discussion about birthday parties using the title, "**La fiesta de Fidel**". Teacher teaches the class the birthday song in Spanish:

> "**Feliz cumpleaños a ti,**
> **Feliz cumpleaños a ti,**
> **Feliz cumpleaños** _____, (tune is same as English version)
> **Feliz cumpleaños a ti.**"

2. Teacher writes the phrase, "**La fiesta de Fidel**" on the board and points out the "f". Teacher makes the sound and the children repeat it. Teacher and children read the statement.

3. Teacher writes "f" words on the board and reads them. Children read them after the teacher presents them. For example: **familia, frijoles, afuera, Alfonso, foco,** etc.

B. Basic Activities and Exercises

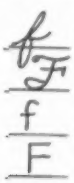
1. Teacher places pictures of objects whose names contain "f" (**faja, teléfono, flor, falda,** etc.) in a box. Individuals take out a picture and place it on the flannel board. Other children identify the picture and teacher writes the name on the board, pointing out the "f".

2. Teacher gives instructions for letter formation:

   a. For — **una vuelta para arriba, una vuelta para abajo, y un ganchito**

   b. For — **empiezas con un ganchito, vuelta grande, un piquito, y baja la manita**

3. Teacher explains the four forms of "f":

    **(minúscula manuscrita)**
   (mayúscula manuscrita)
   f **(minúscula imprenta)**
   F **(mayúscula imprenta)**

C. Follow-Up Activities

1. Vocabulary building activities

2. Writing exercises

3. Word recognition exercises

D. Areas for Evaluation

1. Children's pronunciation of "f"

2. Children's ability to identify the four forms of "f"

3. Children's ability to write and print the letter "f"

4. Children's ability to recognize the letter "f" in new words

5. Children's ability to "sound out" new words containing the letter "f".

TEACHING OF THE LETTER "g"
(hard sound in combination with "e" and "i")

DURATION
one or two class periods

MATERIALS
picture of a giant
paper
pencils
chalk
blackboard

OBJECTIVES

A. To associate the /g/ sound in combination with the symbols "**e**" and "**i**"

B. To combine letters previously learned with the syllables "**ge**" and "**gi**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a giant and tells the class a story using the title, "**Jorge el gigante**".

2. Teacher writes the phrase, "**Jorge el gigante**", on the board and points out the "**ge**" and "**gi**" syllables. Teacher explains that "**g**", when combined with "**e**" or "**i**", has a different sound than when combined with other vowels. Teacher reads the phrase and the children repeat it.

B. Basic Activities and Exercises

1. Teacher writes "**ge**" and "**gi**" words on the board (**gente, general, Gilberto, colegio, inteligente,** etc.). Teacher also writes words with the soft sound of "**g**" (**ga, go, gu**). Teacher reads them and points out the difference. Children also read the words.

2. Teacher reviews letter formation of "**g**".

3. Teacher reviews the four forms of "**g**".

C. Follow-Up Activities

1. Vocabulary building activities

2. Writing exercises

3. **Juego de palabras** (reference)

D. Areas for Evaluation

1. Children's pronunciation of the syllables "**ge**" and "**gi**"

2. Children's ability to identify the four forms of "**g**"

3. Children's ability to recognize the syllables "**ge**" and "**gi**" in new words.

TEACHING OF THE CLUSTERS "gue" AND "gui"

DURATION
two or three class periods

MATERIALS
pictures of objects whose names contain the "gue" and "gui" (i.e. **juguete, águila, borreguito, Miguel**, etc.)
chalk
blackboard
pencils
paper

OBJECTIVES

A. To associate the /ge/ and /gi/ sounds with the symbols "gue" and "gui"

B. To combine letters previously learned with the clusters "gue" and "gui"

LESSON DEVELOPMENT

A. Introduction

1. Teacher reviews the hard sound of "g" when combined with the letters "e" and "i".

2. Teacher reviews the soft sound of "g" when combined with "a", "o", and "u".

3. Teacher explains that in order to keep the soft sound of "g" before "e" and "i", the "u" must be included in the graphs "gue" and "gui". (The teacher may refer to the Spanish reading charts to illustrate this concept.)

B. Basic Activities and Exercises

1. Teacher tells the class a story using the title, "**Miguel tiene una guitarra**", using the words **Miguel** and **guitarra** several times in order to emphasize them.

2. Teacher writes the title, **"Miguel tiene una guitarra"** on the board, pointing out the **"gue"** and **"gui"** graphs.

3. Teacher displays pictures of other objects, containing **"gue"** and **"gui"** in their names, and writes them on the board. For example. **juguete, águila, borreguito, guerra,** etc.

4. Children practice writing these words.

D. Areas for Evaluation

1. Children's pronunciation of **"gue"** and **"gui"**

2. Children's ability to write and print the letter combinations, **"gue"** and **"gui"**

3. Children's ability to recognize the letters **"gue"** and **"gui"** in new words.

TEACHING OF THE CLUSTERS "güe" AND "güi"

DURATION
one or two class periods

MATERIALS
picture of a penguin
chalk
blackboard
pencils
paper

OBJECTIVES

A. To associate the /**gwe**/ and /**gwi**/ sounds with the symbols **"güe"** and **"güi"**

B. To combine letters previously learned with the clusters **"güe"** and **"güi"**

LESSON DEVELOPMENT

A. Introduction

1. Teacher presents a picture of a penguin and starts a conversation about where it is found, its description, and its Spanish name--**pingüino.**

2. Teacher presents other words containing the **"güe"** and **"güi"** graphs. For example: **güero, yegüita, agüita.**

B. Basic Activities and Exercises

1. Teacher points out the **"güe"** and **"güi"** graphs in the words presented, explaining that the **"u"** is sounded when it has two dots (diérisis) above it. Teacher contrasts these graphs with **"gue"** and **"gui"** which do not have the diérisis. (Teacher may refer to the Spanish reading charts for this.)

2. Teacher reads the words containing these graphs and then has the class and individuals read them.

3. Children practice writing these words.

C. Areas for Evaluation

1. Children's pronunciation of "**güe**" and "**güi**"
2. Children's ability to write and print the clusters "**güe**" and "**güi**"
3. Children's ability to recognize the clusters "**güe**" and "**güi**" in new words
4. Children's ability to "sound out" new words containing the clusters "**güe**" and "**güi**".

TEACHING OF THE LETTER "h"

DURATION
two or three class periods

MATERIALS
flash cards containing "h" words (i.e. **hormiga, helado, hoja, harina, hilo,** etc.)
chalk
blackboard
paper
pencils

OBJECTIVES

A. To associate the silent /h/ sound with the symbol "h"

B. To write the letter "h"

C. To combine letters previously learned with the letter "h"

LESSON DEVELOPMENT

A. Introduction

1. Teacher tells the class a story using the title, "**Hector come helados**". After telling the children the story, the teacher initiates discussion by asking questions like: "**¿Qué clase de helados te gustan?**", "**¿Cuándo comes helados?**", etc.

2. Teacher writes the statement, "**Hector come helados**" on the board and points out the "**h**". Teacher explains that the letter "**h**" is always silent **(hache muda)**.

3. Teacher writes words containing "**h**" on the board, reads them and then allows the children to repeat them. For example: **hoja, humo, harina, hilo, hormiga, hijo,** etc.

B. Basic Activities and Exercises

1. Teacher displays flash cards with "**h**" words, and has children read them and point out the "**h**".

2. Teacher gives instructions for letter formation:

   a. For *h* — **vuelta larga para arriba, baja y sube por el mismo caminito, haces una ondita, y su manita**

   b. For *H* — **un bastoncito, después otro palito derechito, subes un poquito, haces un ganchito y su manita**

3. Teacher explains the four forms of "**h**":

   h **(minúscula manuscrita)**
   H **(mayúscula manuscrita)**
   h **(minúscula imprenta)**
   H **(mayúscula imprenta)**

C. Follow-Up Activities

1. Writing exercises containing "**h**"

2. Vocabulary building activities containing "**h**"

3. Letter and word identification

D. Areas for Evaluation

1. Children's ability to identify the four forms of "**h**"

2. Children's ability to write and print the letter "**h**"

3. Children's ability to recognize the letter "**h**" in new words

4. Children's ability to "sound out" new words containing the letter "**h**".

TEACHING OF THE LETTER "z"

DURATION
two or three class periods

MATERIALS
picture of Cinderella's shoes
chalk
blackboard
pencils
paper

OBJECTIVES

A. To associate the /s/ sound with the symbol "z"

B. To write the letter "z"

C. To combine letters previously learned with the letter "z"

LESSON DEVELOPMENT

A. Introduction

1. Teacher presents a story using the title, "**Los zapatos de Cenicienta**". Teacher tells a short version of the story of Cinderella.

2. Teacher shows a picture of Cinderella's shoes and writes "**Los zapatos de Cenicienta**" on the board, pointing out the "z". Teacher reads the phrase and children repeat it. Teacher explains that "z" has the same sound as "s".

B. Basic Activities and Exercises

1. Teacher writes "z" words on the board (**zapato, zorro, lápiz, azul, manzana, azúcar,** etc.). Teacher reads the words and calls on the children to repeat them.

2. Teacher gives instructions for letter formation:

   a. For — **da una vuelta para aca (como una cabecita), un ganchito chiquito en medio, baja el pie, vuelta larga para arriba, y su manita**

   b. For — **cabeza grande, un ganchito, baja el pie, vuelta larga para arriba, y su manita**

3. Teacher explains the four forms of "z":

   (minúscula manuscrita)
   (mayúscula manuscrita)
   (minúscula imprenta)
   (mayúscula imprenta)

C. Follow-Up Activities

1. Dividing words into syllables
2. Writing exercises
3. Word recognition
4. Vocabulary building activities

D. Areas for Evaluation

1. Children's pronunciation of "z"
2. Children's ability to write and print the letter "z"
3. Children's ability to recognize the letter "z" in new words
4. Children's ability to "sound out" new words containing the letter "z".

TEACHING OF THE LETTERS "k" AND "w"

DURATION
one or two class periods

MATERIALS
pictures of a **kiosco** (gazebo)
paper
pencils
chalk
blackboard

OBJECTIVES

A. To associate the /k/, /w/ sounds with the symbols "**k**" and "**w**"

B. To write the letters "**k**" and "**w**"

C. To combine previously learned letters with "**k**" and "**w**"

LESSON DEVELOPMENT

A. Introduction

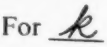
1. Teacher displays a picture of a **kiosco** and tells a story about **Wenceslao** and his family who go to the plaza on Saturday evening. There they listen to a band that plays on a stand in the middle of the plaza.

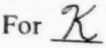
2. Teacher writes the sentence, "**Wenceslao va al kiosco**". Teacher reads the sentence and points out the "**w**" and "**k**". Teacher explains that "**w**" is pronounced like "**u**", and "**k**" is pronounced like hard "**c**". Teacher explains that these letters do not occur frequently in Spanish. ("**k**" was used anciently, but has no longer any use in Spanish except in words taken from other languages. "**w**" does not belong to the Spanish alphabet and is used in terms, chiefly proper names, taken from languages of northern Europe.)

B. Basic Activities and Exercises

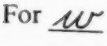
1. Teacher pronounces "k" and "w" with each of the vowels. Teacher writes words with "k" and "w" on the board (**kiosco, kilómetro, Wenceslao**) and reads them. Children repeat the words.

2. Teacher gives instructions on letter formations:

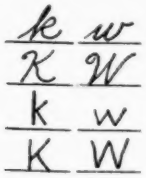
   a. For  — **vuelta larga, un caracolito, y su manita**

   b. For  — **un baston, empieza arriba, la juntas con un ganchito, y su manita**

   c. For — **ondita para arriba, vuelta para abajo y para arriba, otra vuelta para abajo y para arriba, y su manita**

   d. For  — **un baston, para arriba, para abajo, para arriba, y su manita**

3. Teacher explains the four forms of each letter:



(minúscula manuscrita)
(mayúscula manuscrita)
(minúscula imprenta)
(mayúscula imprenta)

C. Follow-Up Activities

1. Children draw and color a **kiosco** and practice writing the phrase, **"Wenceslao va al kiosco"**

2. Vocabulary building activities

3. Word recognition exercises

D. Areas for Evaluation

1. Children's pronunciation of "**k**" and "**w**"

2. Children's ability to identify the four forms of "**k**" and "**w**"

3. Children's ability to write and print the letters "**k**" and "**w**"

4. Children's ability to recognize the letters "**k**" and "**w**" in new words

5. Children's ability to "sound out" new words containing the letters "**k**" and "**w**"

TEACHING OF THE CONSONANT BLEND "dr"

[NOTE] In the phonetic approach to reading, each letter represents a sound. In previous lessons, the children have been taught to "sound out" words by using single letters or phonemes. Since letters are not always separated by vowels, the question arises concerning consonant blends and how to teach them. The teacher introduces a consonant blend in the same way as a single letter. Each letter in the blend is pronounced separately. Then the sounds are repeated several times, each time more rapidly, until the blend appears. The following is a list of consonant blends that appeared in the readers used in this project: **br, bl, cr, cl, dr, fl, fr, gl, gr, pl, pr, tl, tr.** Teachers may teach these consonant blends using this lesson as a model for the lesson plan.

DURATION
one class period

MATERIALS
picture of girl and her father by their house
paper
pencils
chalk
blackboard

OBJECTIVES

A. To associate the /**dr**/ sound with the symbol cluster "**dr**"

B. To combine letters previously learned with the cluster "**dr**"

LESSON DEVELOPMENT

A. Introduction

1. Teacher displays a picture of a girl and her father by their house. Using the title, "**Adriana y su papá Isidro**", the teacher tells the class a story. Teacher uses the sentences in Step 1 of "Basic Activities and Exercises" below to develop the story.

B. Basic Activities and Exercises

1. Teacher writes the following sentences on the board. Teacher and children read the sentences. Teacher points out the "**dr**" and makes the sounds of each individual letter. She repeats the sounds several times, each time more rapidly, until the blend appears.

"La casa de Adriana"

Isidro es el padre de Adriana.
Hizo su casa de ladrillos.
Puso los vidrios a las ventanas.

2. Teacher writes the syllables, "**dra**", "**dri**", "**dre**", "**dro**", "**dru**", on the board. Teacher and children read the syllables.

3. Teacher writes "**dr**" words on board. Individuals read them. For example: **Isidro, Adriana, padre, ladrillos, dragón,** etc.

4. Children practice writing these words

C. Areas for Evaluation

1. Children's pronunciation of "**dr**"

2. Children's ability to write and print the consonant blend "**dr**"

3. Children's ability to recognize the consonant blend "**dr**" in new words

4. Children's ability to "sound out" new words containing the consonant blend "**dr**".

APPENDIX

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BOOK SUGGESTIONS

Books for the Initial Reading in Spanish program may be selected by the teacher according to the children's abilities and interests, and availability of materials. Teachers interested in Spanish language materials may contact the E.S.E.A., Title VII, Materials Acquisition Project, 2950 National Avenue, San Diego, CA 92113, which publishes newsletters listing current publications. It also is recommended that teachers contact distributors in their geographical area for accurate information on listings, prices, and ordering procedures.

A list of distributors and books selected by the teachers in the original Texas project is included in this section. This list is only a partial one and should not limit the teacher in making appropriate choices for individual classrooms.

DISTRIBUTORS

European Book Company
925 Larkin Street
San Francisco, CA 94109

French and European Publications
Rockefeller Center
610 Fifth Avenue
New York, NY 10020

Heffernan Supply Company
P.O. Box 5309
San Antonio, TX 78201

Jesus Gonzales Pita
1540 S.W. 14th Terrace
P.O. Box 211
Miami, FL 33101

Libreria Laredo
Guerrero 901
Nuevo Laredo
Tamaulipas, Mexico

National Textbook Company
8259 Niles Center Road
Skokie, IL 60076

San Francisco Book Imports
P.O. Box 526
San Francisco, CA 94101

BASIC TEXTS

Alvarez, Carmen Espinoza Elenes de. **Mi libro mágico.** Mexico, D.F.: Enrique Sainz Editores, S.A., 1970.

Basurto, Carmen G. **Mis primeras letras.** Mexico, D.F.: Editorial F. Trillas, S.A., 1970.

Galindo, María Esther Valdez. **Felicidad.** Mexico, D.F.: La Impresión Azteca, 1970.

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———————. **Amanecer (Texto de Primer Año).** Madrid, Spain: Editorial Santillana, 1969.

———————. **Sonata (Libro de Lectura).** Madrid, Spain: Editorial Santillana, 1966.

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El gatito marramiau
Caperucita Roja
Pulgarcito
El patito feo
Blanca nieves
Los tres cerditos y el lobo
La casita de chocolate
Los cuatro músicos
Chanchito el volador
El patito encantado
El sastrecillo valiente
Alicia en el país de las maravillas
La ternerita mee
Aventuras de un osito
Don Perrito explorador
El lobo y los siete cabritos
El cuento de la vaca
Conejito el cazador
Los dos valientes
Pinocchio
El castillo misterioso
Ricitos de oro
Los niños voladores
La astucia de gallinita

Colección Animales Felices. Bilbao, Spain: Editorial Fher.

El señor Don Gato
Los cerditos y el lobo

Ediciones Bonny. Barcelona, Spain: Editorial Lito.

- **Tufi-tuf**
- **Potrito**
- **Caperucita Roja**
- **El patito feo**
- **Los nuevos vecinos**
- **La pequeña put-put**
- **El osito que siempre quería más**
- **Hesperus**
- **Fluffy, Tuffy, y Gruffy**
- **La fuga de mi-misi**
- **Pandora**
- **Pequeños cuentos de animales**
- **Las aventuras de una gatita**
- **Blanca nieves**
- **Tres cerditos**
- **La historia de un cochecito de bomberos**
- **La tienda de juguetes de bonny**
- **Vacaciones en la granja campoverdes**
- **Imaginemos**
- **Pedro consigue realizar su sueño**
- **La granja de Juan**
- **El pequeño fugitivo**
- **Los compañeros de juegos**
- **Bello**

Colección Cinco y Uno. Mexico, D.F.: Editorial Navarro.

- **Tonelete**
- **Tom el curioso**

Colección Cometa Roja. Leon, Spain: Editorial Everest.

- **Caperucita Roja**
- **La liebre y la tortuga**
- **El patito feo**
- **La astucia de labriego**
- **Ali Baba y los 40 ladrones**
- **El ruiseñor del Mandarín**

Colección Cuéntame un Cuento. Mexico, D.F.: Editorial Navarro.

- **La Princesa Triste**
- **El perro bombero**
- **Rin-Tin-Tin y sus amigos**
- **Roy Rogers — una sorpresa para Daniel**
- **El pájaro loco saltarín**
- **Los mejores amigos**

Máguila la gorila en un banquete de plátanos
El pony que no podía relinchar
Los tres cochinitos
Lassie y los gatitos
La Princesa Calva
Dormilón
Dos cuentos de Ricardito

Colección Cuentos de Oro. Leon, Spain: Publicaciones Infantiles "Everest".
El gato con botas
La zorra blanca
Pulgarcito
El mono aventurero
Los niños trabajadores
El Principe encantado

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Abecedario de los animales

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INITIAL READING IN SPANISH FOR BILINGUALS

(Videotape Series)

This is a series of eight black and white videotapes displaying many techniques for the teaching of reading in Spanish. All the videotapes were filmed in actual classroom settings---in Mexico and the United States---and offer a unique look at Mexican first grade teachers teaching reading to Spanish speaking children in Mexico City and in four Texas communities.

The series includes a 30-minute overview and individual 15-minute tapes on reading readiness, developmental language, phonics, syllabication, story sequence, cursive writing, and supplemental techniques. The overview is a sampling of various teaching techniques which appear in greater depth in the seven videotapes that follow.

These tapes were designed for teacher training, and are particularly useful to teachers who are beginning to teach reading in Spanish. Each videotape is accompanied by a worksheet, which outlines the tape's purpose and utilization. The worksheet also presents a synopsis of the specific teaching methods shown and offers suggested topics for discussion.

The tapes and worksheets combine to provide teachers attending training workshops with innovative techniques in an authentic Spanish speaking environment---practical for helping Spanish speaking children to read.

COMPONENTS

INITIAL READING IN SPANISH PACKAGE

In addition to this manual, the Regional Project Office has developed other materials to be used in the teaching of Spanish reading. These materials include:

MI LIBRO

Initial Reading in Spanish—
Pre-Reading Workbook

Teacher's Edition
Student's Edition

MI LIBRO is designed to be used during the pre-reading stage of the program. It emphasizes two main areas of development: motor skills needed for writing and the understanding of concepts such as color, size, shapes, numbers, and emotions. Basic concepts which should be taught during the reading readiness period are included in the context of a continuing story to make the workbook more meaningful to the children.

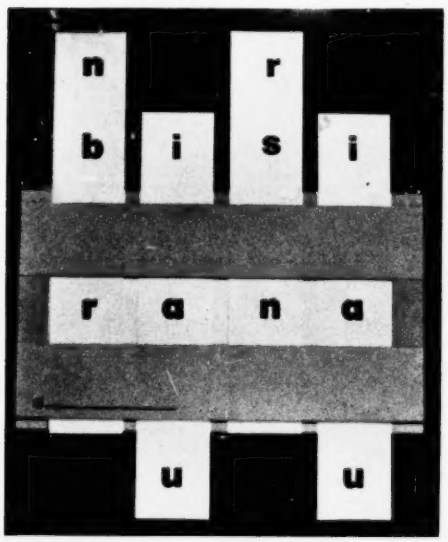
The teacher's edition contains instructions and suggestions in planning group activities and individual exercises. The lesson outline may be used as a guide in developing lessons that incorporate not only the contents of the workbook, but also supplementary activities which reinforce and expand the concepts presented.

The student's edition may be used as a practice book, an initial reading primer, and a coloring book. It is a 12-page illustrated workbook giving children practice in basic cursive strokes. The booklet also develops such concepts as colors, numbers, left-to-right orientation, and other areas of visual perception.

SPANISH PHONIC PULL CHARTS

Teacher's version (13" x 22")
Student's version (4" x 8")

These pull charts were developed to provide practice in syllable and word formation and recognition by means of manipulative and visual learning. The charts provide the opportunity for children and teachers to use the letter strips in forming familiar words, as well as new words, thus giving practice in transferring the sound-symbol correspondence which is a vital part of Spanish reading.



The teacher's version is meant to be used in large group demonstrations. The ıaller student's version is designed ıdividual work.

SPANISH READING CHARTS

The set of 25 four-color (17" x 23") charts was designed to supplement the teaching of sound-letter correspondence. They represent an attractive and interesting way for teachers to present to their students individual letters, syllables, words, phrases and sentences in the initial stages of reading in Spanish.

Each letter or syllable is presented in the various positions in which it may occur in a word--to show children the relationship of sound and position. The illustration on each chart gives meaning to the text which incorporates the letter or grapheme being taught.

The charts become an intermediate step between initial reading skills and actual reading comprehension.

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